

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

Out-of-School Time Career Pathways Program (21st CCLC National Activities)

CFDA # 84.287D

PR/Award# S287D200011

Grants.gov Tracking#: GRANT13206534

OMB No. , Expiration Date:

Closing Date: Sep 21, 2020

PR/Award # S287D200011

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

There were problems converting one or more of the attachments. These are: 1250-Appendix D - LOS Davis SD- Utah.docx, 1256-Appendix E - References - Utah.docx, 1243-Appendix B - Resumes Heywood.docx, 1236-UT Congressional Districts and Areas Affected by Project .docx, 1239-Appendix A- Certiport WA- Utah.docx, 1241-Appendix B - Resumes Sheikh.docx, 1245-Appendix D - LOS GOMB- Utah.docx, 1238-Appendix A-AWS WA- Utah.docx, 1246-Appendix D - LOS Provo SD - Utah.docx, 1244-Appendix B - Resumes Riding.docx, 1242-Appendix B - Resumes Yamada.docx , 1234-ED SF424 Assurance - Utah.docx , 1240-Appendix A - Grantee WA - Utah.docx, 1257-Appendix D- LOS STEM Action Center.docx, 1259-Part 5 - Budget Narrative Form - Utah.docx, 1258-Appendix A - AWS WA - Utah FINAL.docx, 1247-Appendix D - LOS U of U- Utah.docx, 1248-Appendix D - LOS UAN- Utah.docx, 1235-UT Congressional Districts and Areas Affected by Project .docx, 1237-Part 4 - Project Narrative - Utah.docx, 1260-Part 3 - ED Abstract Form - Utah.docx, 1252-Appendix D - LOS Lego - Utah.docx

Application for Federal Assistance SF-424

*** 1. Type of Submission:**

- ☐ Preapplication
☐ Application
☐ Changed/Corrected Application

*** 2. Type of Application:**

- ☐ New
☐ Continuation
☐ Revision

*** If Revision, select appropriate letter(s):**

*** Other (Specify):**

*** 3. Date Received:**

09/21/2020

4. Applicant Identifier:

Utah State Board of Education

5a. Federal Entity Identifier:

N/A

5b. Federal Award Identifier:

N/A

State Use Only:

6. Date Received by State:

7. State Application Identifier:

UT

8. APPLICANT INFORMATION:

*** a. Legal Name:**

Utah State Board of Education

*** b. Employer/Taxpayer Identification Number (EIN/TIN):**

029999372

*** c. Organizational DUNS:**

0299993720000

d. Address:

*** Street1:**

250 East 500 South

Street2:

P O Box 144200

*** City:**

Salt Lake City

County/Parish:

Salt Lake

*** State:**

UT: Utah

Province:

*** Country:**

USA: UNITED STATES

*** Zip / Postal Code:**

84111 3204

e. Organizational Unit:

Department Name:

ESEA Federal Programs

Division Name:

Student Support Division

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Ms.

*** First Name:**

Kamille

Middle Name:

Noor

*** Last Name:**

Sheikh

Suffix:

TWe:

Education Specialist

Organizational Affiliation:

Utah State Board of Education

*** Telephone Number:**

8015387825

Fax Number:

*** Email:**

Kamille_Sheikh@schools.utah.gov

Application for Federal Assistance SF-424

• 9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

• Other (specify):

• 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.287

CFDA Title:

Twenty-First Century Community Learning Centers

• 12. Funding Opportunity Number :

ED-GRANTS-062220-001

* Title:

Office of Elementary and Secondary Education (OESE): Out-of-School Time Career Pathway Program
CFDA Number: 84.287D

13. Competition Identification Number:

84-287D2020-1

Title :

Out -of-School Time Career Pathway Program

14. Areas Affected by Project (Cities, Counties, States, etc.):

1235-UT Congressional Districts and Areas A

Add Attachment

Delete Attachment

View Attachment

• 15. Descriptive Title of Applicant's Project:

Utah 21st CCLC Out of School Time Career Pathways Collaboration

Attach supporting documents as specified in agency instructions .

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:**• a. Applicant • b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:• a. Start Date: * b. End Date: **18. Estimated Funding(\$):**

• a. Federal	513,845.77
• b. Applicant	0.00
• c. State	0.00
• d. Local	0.00
• e. Other	0.00
• f. Program Income	0.00
* g. TOTAL	513,845.77

☐ a. This application was made available to the State under the Executive Order 12372 Process for review on ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.☐ c. Program is not covered by E.O. 12372.☐ Yes ☐ No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☐ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:	<input type="text" value="Ms."/>	• First Name:	<input type="text" value="Kamille"/>
Middle Name:	<input type="text" value="Noor"/>		
• Last Name:	<input type="text" value="Sheikh"/>		
Suffix:	<input type="text"/>		

* Title: • Telephone Number: Fax Number: • Email: • Signature of Authorized Representative: • Date Signed:

**Utah 21st CCLC OUT OF SCHOOL TIME
CAREER PATHWAY PROGRAM APPLICATION
Congressional Districts and Areas Affected by Project**

- **Boys and Girls Club of Northern Utah**

- Mountain View Elementary
 - Brigham City - Box Elder County – Utah
 - Congressional Districts –
 - ❖ State Congressional District - 1
 - Federal Congressional District – House – 1 Senate - 17
- Dale Young (soon to be Sunrise) High
 - Brigham City - Box Elder County – Utah
 - Congressional Districts –
 - ❖ State Congressional District – 1
 - Federal Congressional District - House – 1 Senate - 17

- **City of South Salt Lake**

- Cottonwood High
 - Salt Lake City - Salt Lake – Utah
 - Congressional Districts –
 - ❖ State Congressional District – 4
 - Federal Congressional District - House – 24 Senate - 2
- Granite Park Junior
 - Salt Lake City - Salt Lake – Utah
 - Congressional Districts –
 - ❖ State Congressional District – 4
 - Federal Congressional District - House – 24 Senate - 2
- Woodruff Wilson Elementary
 - Salt Lake City - Salt Lake – Utah
 - Congressional Districts –
 - ❖ State Congressional District – 4
 - Federal Congressional District - House – 24 Senate - 2

- **Davis School District**

- Sunset Elementary
 - Sunset – Davis – Utah
 - Congressional Districts –
 - ❖ State Congressional District – 1

➤ Federal Congressional District - House – 13 Senate – 20

○ South Clearfield Elementary

■ Clearfield – Davis – Utah

■ Congressional Districts –

❖ State Congressional District – 1

➤ Federal Congressional District - House – 14 Senate – 27

○ Vae View Elementary

■ Layton – Davis – Utah

■ Congressional Districts –

❖ State Congressional District – 1

➤ Federal Congressional District - House – 16 Senate – 21

○ Wasatch Elementary

■ Clearfield – Davis – Utah

■ Congressional Districts –

❖ State Congressional District – 1

➤ Federal Congressional District - House – 14 Senate – 27

○ North Davis Junior School

■ Clearfield – Davis – Utah

■ Congressional Districts –

❖ State Congressional District – 1

➤ Federal Congressional District - House – 14 Senate – 27

○ Crestview Elementary

■ Layton – Davis – Utah

■ Congressional Districts –

❖ State Congressional District – 1

➤ Federal Congressional District - House – 16 Senate – 21

○ Holt Elementary

■ Clearfield – Davis – Utah

■ Congressional Districts –

❖ State Congressional District – 1

➤ Federal Congressional District - House – 14 Senate – 27

○ Lincoln Elementary

■ Layton – Davis – Utah

■ Congressional Districts –

❖ State Congressional District – 1

➤ Federal Congressional District – House – 16 Senate – 21

- **Salt Lake County Youth Services**

- Cyprus High School
 - Magna – Salt Lake – Utah
 - Congressional Districts –
 - ❖ State Congressional District – 2
 - Federal Congressional District – House – 22 Senate – 12
- Matheson Jr. High
 - Magna – Salt Lake – Utah
 - Congressional Districts –
 - ❖ State Congressional District – 2
 - Federal Congressional District – House – 22 Senate – 12

- **San Juan School District**

- San Juan High
 - Blanding – San Juan – Utah
 - Congressional Districts –
 - ❖ State Congressional District – 3
 - Federal Congressional District – House – 73 Senate – 27
- Albert R. Lyman Middle School
 - Blanding – San Juan – Utah
 - Congressional Districts –
 - ❖ State Congressional District – 3
 - Federal Congressional District – House – 73 Senate – 27

- **University of Utah**

- REFUGES Program
 - Salt Lake City - Salt Lake – Utah
 - Congressional Districts –
 - ❖ State Congressional District – 4
 - Federal Congressional District – House – 24 Senate - 2

- **Provo School District**

- Independence High
 - Provo – Provo – Utah
 - Congressional Districts –
 - ❖ State Congressional District – 3
 - Federal Congressional District – House – 64 Senate - 16

- Provo High
 - Provo – Provo – Utah
 - Congressional Districts –
 - ❖ State Congressional District – 3
 - Federal Congressional District – House – 64 Senate - 16
- Dixon Middle
 - Provo – Provo – Utah
 - Congressional Districts –
 - ❖ State Congressional District – 3
 - Federal Congressional District – House – 64 Senate - 16

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

Utah State Board of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	208,600.00	208,600.00	208,600.00	208,600.00	208,600.00	1,043,000.00
2. Fringe Benefits	22,890.00	22,890.00	22,890.00	22,890.00	22,890.00	114,450.00
3. Travel	0.00	0.00	14,134.12	14,134.12	14,134.12	42,402.36
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	4,200.00	4,200.00	4,200.00	4,200.00	4,200.00	21,000.00
6. Contractual	273,955.77	173,434.12	141,453.28	141,453.28	141,453.28	871,749.73
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	4,200.00	4,200.00	4,200.00	4,200.00	4,200.00	21,000.00
9. Total Direct Costs (lines 1-8)	513,845.77	413,324.12	395,477.40	395,477.40	395,477.40	2,113,602.09
10. Indirect Costs*	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	513,845.77	413,324.12	395,477.40	395,477.40	395,477.40	2,113,602.09

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☐ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☐ Other (please specify):

The Indirect Cost Rate is %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are you a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages? ☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 75.564(c)(2)? The Restricted Indirect Cost Rate is %.

PR/Award# S28J220011

Name of Institution /Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
Utah State Board of Education		

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1234-ED SF424 Assurance - Utah.docx

Add Attachment

Delete Attachment

View Attachment

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Utah State Board of Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Ms. * First Name: Kamille Middle Name: Noor
* Last Name: Sheikh Suffix:
* Title: Education Specialist

* SIGNATURE: Kamille Sheikh * DATE: 09/21/2020

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Ms .	Kamille		Sheikh	

Address:

Street1:	250 E 500 S
Street2:	
City:	Salt Lake City
County:	UT
State:	UT Utah
Zip Code:	84111 3204
Country:	USA UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
801 538 7825	

Email Address:

kamille.sheikh@schools.utah.gov

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☒ Yes ☒ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☒ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☒ Yes Provide Exemption(s) #: ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6

☒ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment: 1260-Part 3 - ED Abstract Form - Utah.docx

Add Attachment

Delete Attachment

View Attachment

Part 3 - ED Abstract Form - Utah

Title: Utah 21st CCLC Out of School Time Career Pathways Collaboration

Number of Participants to Be Served: 725 elementary, middle school, and junior high students; 150 high school students

Number of Locations and Proposed Sites: 21 proposed sites in Box Elder, Davis, Salt Lake and San Juan Counties

The *Utah 21st CCLC Out-of-School Time (UOST) Career Pathways Collaboration* project is designed to create connections between out of school time programs and Career & Technical Education (CTE) career pathways leading to students receiving out of school time programming aligned with the school day pathway training. USBE, including the ESEA Federal Programs and Related State Initiatives (ERSI) and CTE teams, Utah Afterschool Network, Certiport, and Amazon Web Services (AWS), are collaborating to build a bridge between CTE and out of school time programs. This team, hereafter referred to as “the partnership team,” will develop an infrastructure to support school day CTE programs focused on technology and entrepreneurship in 21st Century Community Learning Center (CCLC) funded programs serving students from low-income and diverse backgrounds in both urban and rural settings.

UOST will begin in early grades with career awareness and exploration activities through evidence-based curriculum resulting in more high school students entering career pathways that lead to industry-recognized certificates and stronger employability skills. The overarching goal of UOST is to increase the number of pathway completers participating in STEM related industry fields leading to postsecondary training and/or employment. Core project objectives and activities include: 1) Build strong out of school programs that directly align to CTE related pathway offerings in secondary schools, 2) Create and expand industry partnerships in

technology and entrepreneurial areas that directly align to pathways at the high school/postsecondary levels, 3) Increase participation of low-income and students from diverse and rural backgrounds participating in out of school programs that impact pathway concentration and completion, and 4) Develop and implement data reporting tools that support assessment of student participation in pathways and entrance into postsecondary and employment. The table below outlines project objectives, activities, and desired outcomes.

The **absolute priority** for the Out of School Time Career Pathway Program will align directly to the Utah State Board of Education (USBE) secondary pathways that link to STEM careers in computer science and entrepreneurship. The pathways have been aligned within regions across the state to Programs of Study which link secondary and postsecondary, allowing students to begin postsecondary coursework in high schools. Programs of study will be expanded to include other STEM career areas throughout the five years of grant funding. Pathway awareness and exploration of out of school opportunities in earlier grade levels are designed to increase pathway enrollment in the secondary schools. Out of school activities in elementary will include opportunities to learn about pathways, participate in hands-on learning, and design unique project solutions. Students will participate in activities to define interests and to link those interests to CTE pathways in secondary schools. Secondary out of school activities will directly target building skills to gain industry certifications, participation in industry projects, internships, and/or apprenticeship. Industry partners will be active participants at all levels of UOST, guiding and mentoring student participation at all levels. UOST addresses both competitive priorities.

Competitive Priority 1 is targeted at all levels of UOST implementation. Data from a recent Perkins needs assessment found that students participating in CTE pathways had higher GPAs/attendance and were more likely to graduate from high school. Helping students find a focus in

younger grades increases the likelihood of successful completion of STEM pathways while impacting math and science achievement. Alignment to postsecondary credentials through programs of study also increases opportunities for students to use out of school time to enhance learning opportunities in high school.

Competitive Priority 2 has been addressed based on the identification of both rural and urban communities that fall within NCES locale codes approved under this priority. Combining the expertise across these communities will increase innovative out of school opportunities at all locations being funded through UOST. Specific emphasis will be placed on the identification of low-income and students from diverse backgrounds who may not have participated in either CTE Career Pathways or out of school time programs in the past.

San Juan School District - Rural, Remote (43)

Objectives/Activities/Outcomes

Objectives	Activities	Outcomes
1. Build strong out of school programs that directly align to CTE STEM related pathway offerings in secondary schools.	<ul style="list-style-type: none">• Utilize the Alignment survey to build and expand relationships between school day CTE programs and out of school time programs.• Provide training opportunities that increase pathway understanding of out of school time staff.	<ul style="list-style-type: none">• Fully aligned program that bridges out of school training with in-school CTE pathways.• Programs of study offering opportunities for students to complete postsecondary coursework and industry certifications in high school.

<p>2. Create and expand industry partnerships in technology and entrepreneurial areas that directly align to pathways at the high school/postsecondary levels.</p>	<ul style="list-style-type: none"> ● Build and expand relationships among industry partners, school day CTE programs and out of school time programs. ● Industry partners will provide career panels, guest lectures and Q&As in the out of school time space. ● For high school out of school time programs, expand support activities, minimum of 5 hours per week for school year programming, for students working on certificate programs. 	<ul style="list-style-type: none"> ● Strong partnerships among school day CTE staff, out of school time programs and industry partners. ● Increase in students accessing CTE pathways ● Students receive industry-recognized certifications.
<p>3. Increase participation of low-income and students from diverse backgrounds participating in out of school time programs that impact pathway concentration and completion and industry-recognized certifications.</p>	<ul style="list-style-type: none"> ● In partnership with school day staff, recruit and refer students from low-income and diverse backgrounds who do not currently participate in either CTE or out of school time programs. ● Implement additional CTE focused family engagement activities. 	<ul style="list-style-type: none"> ● Participation from students from low-income, diverse and rural backgrounds in CTE pathway. ● Increased number of students completing industry recognized certifications.
<p>4. Develop and implement data reporting tools that support assessment of student participation in pathways and entrance into postsecondary and employment.</p>	<ul style="list-style-type: none"> ● Build and expand current 21st CCLC grant evaluation efforts. ● Collaborate with VentureLab to support evaluation efforts and build repository of available reporting tools, 	<ul style="list-style-type: none"> ● Accessible reporting tools to measure career awareness and exploration and pathways participation ● Best practices and strategies to engage students to participate in pathways programs and industry-recognized certifications.

Partnership Team

- USBE 21st CCLC Education Specialist (Kamille Sheikh)
- USBE CTE Information Technology Education Specialist (Kristina Yamada)
- USBE CTE Business & Marketing Education Specialist (Breckon Haywood)
- Utah Afterschool Network Executive Director (Kelly Riding)

Industry Partners:

- Certiport
- Amazon Web Services (AWS)

Key Collaborators

- USBE Internal Evaluator (Dr. Wynn Shooter)
- VentureLab
- Utah STEM Action Center

Curriculum Resources

- Lego Education
- Minecraft Education
- VentureLab

21st CCLC Grantees:

- Boys and Girls Club of Northern Utah (with support of Box Elder School District)
- City of South Salt Lake (with the support of Granite School District)
- Davis School District
- Provo School District
- Salt Lake County Youth Services (with the support of Granite School District)
- San Juan Foundation (with the support of San Juan School District)
- University of Utah (with the support of Granite School District)

Participant Information

- All 21st CCLC grantees serve students and families who primarily attend schools eligible for schoolwide programs under section 1114 of the ESEA
- Number of participants to be served - 725 elementary, middle school and junior high students, 150 high school students
- Number and location of proposed sites - 21 proposed sites in Box Elder, Davis, Salt Lake and San Juan counties

Project Narrative File(s)

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Utah State Board of Education

Utah 21st CCLC Out of School Time (UOST) Career Pathways Collaboration
Project Narrative

September 2020

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PART 4: PROJECT NARRATIVE ATTACHMENT FORM

Significance of Project - (i) Findings

Utah State Board of Education, including the ESEA Federal Programs and Related State Initiatives (ERSI) and Career and Technical (CTE) teams, Utah Afterschool Network (UAN), Certiport, and Amazon Web Services (AWS), are collaborating to create and expand connections among technology and entrepreneurial industry partners, school day CTE programs and out of school time programs. This collaborative, hereafter, will be referred to as “the partnership team.” The partnership team anticipates findings will focus on tangible strategies and best practices to implement fully aligned CTE programming in the out of school time space, including how to recruit and retain youth participants from low-income and diverse backgrounds, build relationships with district and school CTE staff, partner with technology and entrepreneurial industry partners and offer out of school time activities that support and complement school day CTE and Career Pathways programming. The partnership team will work with the Utah STEM Action Center (a state agency tasked with advancing STEM education best practices) and the Governor’s Education Advisor to leverage existing efforts to support the goals and outcomes of this grant program and develop mechanisms to share findings on a statewide level. The STEM Action Center is an active member of the UAN STEM Steering Committee and USBE CTE staff have partnered with the STEM Action Center on various initiatives throughout the years. The partnership team will also explore potential connections with the Department of Workforce Services (DWS) Workforce Innovation and Opportunity Act (WIO) Program. One potential collaboration includes connecting grantees with DWS regional One-Stop Centers, which offer a variety of services, such as industry speakers (in person and virtual), resume workshops and connect youth to job seeking services, resources and assistance.

The partnership team will also engage the out of school time and CTE communities, including stakeholders, with the following activities over the course of the grant period:

- Hold quarterly professional development and training meeting with 21st CCLC grantees involved in Career Pathways Grant and encourage out of school time leaders and CTE staff to participate in a Professional Learning Community (PLC)
- Expand CTE and Career Pathways offerings at annual statewide out of school time conferences
- Participate and present at annual statewide CTE conference to engage CTE staff across the state
- Continue participation in UAN School Alignment and STEM Steering Committees to engage stakeholders from the out of school time and STEM fields
- Present findings at USBE Community of Practice Meetings, which includes representatives from districts and charter schools across the State of Utah, who serve students attending Title I schools
- Share annual report findings at annual statewide CTE conference, annual statewide out of school time conferences and at UAN Regional Network meetings for each year of the grant program
- Submit proposals to share results of the Career Pathways grant at the Department 21st CCLC Summer Symposium, the National Afterschool Association (NAA) Conference, the Charles S. Mott Foundation 50 State Network Meetings, and National CTE Conferences

Significance of Project - (ii) Increase Local Capacity, including Expanded Services to Address the Needs of Target Populations

The USBE CTE team has built a strong and effective network among technology, entrepreneurial and STEM focused industry partners, government, and education agencies. By collaborating with the key players in the out of school time field, including the USBE ERSI Team and UAN, the project will support targeted and expanded CTE and Career Pathways programming to students participating in out of school time programs by working within USBE CTE's network of industry partners and other agencies to build further partnerships to support out of school programs statewide. Students from low-income rural and diverse populations do not typically participate in technology and entrepreneurial CTE and Career Pathways courses, in Utah. College and career readiness is a focus area of the Utah 21st CCLC grant program, and this project will extend the capacity of programs to include CTE programming aligned with the Utah 21st CCLC State Goals and Indicators and Utah Computer Science K-12 Standards and Business and Marketing and Computer Science and Information Technology Career Pathways. Additionally, this project also aligns with the statewide initiative to enable more training around cloud computing, with the support of industry partner, AWS. Many out of school time programs have indicated difficulty finding an applicable curriculum and ways to measure the impact of college and career readiness programming (UAN Jump Start Conference - Leadership Track Data, 2019). With the support of Lego, Minecraft, and VentureLab, 21st CCLC grantees serving younger grades will have access to engaging evidence-based curriculum focused on technology and entrepreneurship. High school students will have opportunities to learn about and complete industry-recognized technology and entrepreneurship certificate programs, increasing their employability skills for the high-demand technology and entrepreneurship career fields. Out of school time staff will also receive targeted quarterly professional development and training and existing technical assistance resources through UAN

and have the opportunity to participate in a Professional Learning Community (PLC) around best practices and strategies. This grant will provide additional evaluation tools that will complement the grantees' existing evaluation process to ensure students are receiving quality CTE programming at all levels in the out of school time space.

Significance of Project - (iii) Promising Strategies

Many out of school time staff are not familiar with CTE and Career Pathways programming. A key component of the Utah Afterschool Quality Model, the framework used in Utah to support quality out of school time programs and positive youth outcomes, involves professional development and training. By providing out of school time staff with applicable and intentional CTE and Career Pathways professional development and training and facilitating relationships between school district CTE staff and out of school time organizations, we aim for enhanced and coordinated CTE programming for students. USBE and UAN, along with industry partners as appropriate, will continue to develop professional development and training materials that can be shared with other grantees and non-state-funded out of school time programs. For the 2021-2022 application cycle, USBE will add a priority point to those applicants partnering with their school district CTE and application questions around CTE programming. Additionally, USBE CTE staff will expand their professional development and training offerings to include out of school time providers, including their annual CTE Directors Meeting and statewide conference.

Significance of Project - (iv) Dissemination of Promising Strategies

The partnership team will participate in UAN's STEM and School Day Alignment Committees to share the best practices and strategies from participating 21st CCLC grantees and gather feedback. The partnership team will also explore Utah STEM Action Center's existing partnerships to determine with whom to share project highlights; to increase school day

alignment and leverage resources. The partnership team will create an annual report summarizing the results of this project. The report will provide strategies, best practices, outcomes, and concrete examples of how CTE programming can be implemented in out of school time programs. Participating grantees will be encouraged to present at statewide out of school time and CTE conferences to disseminate their approach to CTE and Career Pathways alignment. The partnership team will also submit proposals to share findings at the Department 21st CCLC Summer Symposium, the National Afterschool Association (NAA) Conference, the Charles S. Mott Foundation 50 State Network Meetings, and National CTE Conferences.

Quality of Project Design - (i) Goals, Objectives, and Outcomes

The main goal of this project is to promote and increase career awareness and exploration in early grades and increase the number of high school students actively engaged in completing industry-recognized certificate programs by building sustainable partnerships among out of school time providers, CTE school and district staff and technology and entrepreneurial focused industry partners. These partnerships will support more students in participating in the booming technology industry in Utah, which contributes significantly to the state economy, representing one in seven jobs and one-sixth of worker earnings in the state. Annual compensation for jobs in the technology industry is on average \$106,100, 80 percent higher than the \$58,500-per-job compensation in other industries (Kem Gardner Report). Specifically, cloud computing skills have become an in-demand skill in Utah, with over 40,657 jobs postings requiring these skills in 2019. Over 10 percent of cloud computing jobs request skills associated with Amazon Wireless Services (AWS) skills. Only a small percentage of Utahns have the cloud computing skills requested by employers, which leaves a significant gap to be filled. Utah was also named the best state for entrepreneurs for small and medium businesses by multiple outlets (Amazon Small

Business Impact Report and Seek Capital Study). Entrepreneurship requires the development of key critical thinking, creativity, problem solving, analytical, and communication skills needed for success in many aspects of life (Higher Education Review). Entrepreneurship also supports the skills needed for entry into technology careers, in addition to careers focused on entrepreneurship. Despite job growth, the high earning potential of technology jobs and the entrepreneurial-rich landscape, Utah businesses report difficulty finding local talent to fill positions. In order to prepare Utah youth to develop needed entrepreneurial skills and access technology and entrepreneurship career opportunities, the partnership team will develop an infrastructure to connect school day CTE programs focused on technology and entrepreneurship to 21st Century Community Learning Center (CCLC) grantees serving students from low-income and diverse backgrounds in both urban and rural settings.

Objectives/Activities/Outcomes

Objectives	Activities	Outcomes
1. Build strong out of school programs that directly align to CTE STEM related pathway offerings in secondary schools.	<ul style="list-style-type: none"> • Utilize the Alignment survey to build and expand relationships between school day CTE programs and out of school time programs. • Provide training opportunities that increase pathway 	<ul style="list-style-type: none"> • Fully aligned program that bridges out of school training with in-school CTE pathways. • Programs of study offering opportunities for students to complete postsecondary coursework and industry

	<p>understanding of out of school time staff.</p>	<p>certifications in high school.</p>
<p>2. Create and expand industry partnerships in technology and entrepreneurial areas that directly align to pathways at the high school/postsecondary levels.</p>	<ul style="list-style-type: none"> • Build and expand relationships among industry partners, school day CTE programs and out of school time programs. • Industry partners will provide career panels, guest lectures and Q&As in the out of school time space. • For high school out of school time programs, expand support activities, minimum of 5 hours per week for school year programming, for students working on certificate programs. 	<ul style="list-style-type: none"> • Strong partnerships among school day CTE staff, out of school time programs and industry partners. • Increase in students accessing CTE pathways • Students receive industry-recognized certifications.

<p>3. Increase participation of low-income and students from diverse backgrounds participating in out of school time programs that impact pathway concentration and completion and industry-recognized certifications.</p>	<ul style="list-style-type: none"> ● In partnership with school day staff, recruit and refer students from low-income and diverse backgrounds who do not currently participate in either CTE or out of school time programs. ● Implement additional CTE focused family engagement activities. 	<ul style="list-style-type: none"> ● Participation from students from low-income, diverse and rural backgrounds in CTE pathways ● Increased number of students completing industry recognized certifications.
<p>4. Develop and implement data reporting tools that support assessment of student participation in pathways and entrance into postsecondary and employment.</p>	<ul style="list-style-type: none"> ● Build and expand current 21st CCLC grant evaluation efforts. ● Collaborate with VentureLab to support evaluation efforts and build repository of available reporting tools, 	<ul style="list-style-type: none"> ● Accessible reporting tools to measure career awareness and exploration and pathways participation ● Best practices and strategies to engage students to participate in pathways programs and industry-recognized certifications.

Quality of Project Design - (ii) Project Design and Need of Target Population

With Utah often dubbed the next ‘Silicon Valley’ and known across the country as ‘Silicon Slopes,’ it is imperative to help our students prepare for these technology career opportunities. Out of school time programs are uniquely positioned to ensure students are prepared for the jobs of tomorrow, with 69 percent of surveyed parents agreed that out of school time programs help youth gain workforce skills (Afterschool Alliance America After 3 Report). Implementing quality STEM out of school time programming in Utah has shown to have a positive impact on participating students who participated in STEM-specific out of school time programming. After participating in the STEM out of school time program, these students reported significant positive increases in their social competency and pro-social behavior, as well as an increased interest in science, engineering, and technology (Utah STEMLink Grant Evaluation, 2018). Participation in CTE and Career Pathways programs in Utah is typically lower among students from low-income, diverse and rural backgrounds. Utah CTE Career Pathway participants have a 95 percent high school graduation rate, compared with the statewide rate of 87 percent. Extending out of school time program offerings targeting technology and entrepreneurship will support typically underrepresented students in exploring career awareness in the early grades and participating and completing industry-recognized certificates in both the school day and out of school time, which can support future employment in Utah’s in-demand technology industry.

Quality of Project Design - (iii) Conceptual Framework of Project Design

USBE and partners will utilize the following frameworks and models to develop and implement the expansion of CTE programming into the out of school time space:

- Utah 21st CCLC State Goals and Indicators
- Utah Computer Science Standards and CTE Career Pathways

- Afterschool Quality Model

The Utah 21st CCLC State Goals and Indicators are designed to provide a framework for all 21st CCLC programs to develop quality academic enrichment programming to support the specific needs of their community. The current grant opportunity supports and expands those goals and indicators, specifically Goal 1) programs provide educational and social benefits to participants and Goal 2) academic enrichment services offered by program complement the school day, to include intentional, aligned CTE programming that reinforce the vision of the Utah K-12 Computer Science Standards, by ensuring students entering secondary school will have exposure to computational thinking and competencies in digital learning. This exposure begins in elementary school with competencies in keyboarding, appropriate and responsible use of technology, and basic coding principles. 21st CCLC grantees will begin implementing Minecraft: Education and Lego Education curriculum to support this vision and to provide a solid foundation on which to build the industry-specific skills of the student's chosen pathway. 21st CCLC high school programs will support the Career Pathways, including the business and marketing, and computer science, and information technology pathways, by affording students additional opportunities to practice skills learned during school day activities and helping them prepare for industry-specific certifications. The VentureLab entrepreneurial focused curriculum can be used in a variety of settings, including out of school time, and allows students to develop the entrepreneur mindset and feel empowered. USBE works closely with UAN to support positive youth outcomes in out of school time through technical assistance, professional development and trainings and data driven quality improvement efforts. This model guides how UAN and USBE support funded 21st CCLC grant programs in meeting the Utah 21st CCLC

State Goals and Indicators. The grant partners will utilize and bolster this model to include CTE and Career Pathways centered goals and outcomes.

The Afterschool Quality Improvement Model includes professional development and trainings. Just like school day educators matter more to students' achievement than any other aspect of schooling, highly trained out of school time professionals also have the highest impact on students' learning during the out of school time hours. UAN specializes in providing professional development for out of school time providers, and USBE and UAN will collaborate to develop CTE professional development and trainings for all 21st CCLC grantees, as well as for programs statewide.

Quality of Project Design - (iv) Best Practice Integration

The grant opportunity will leverage existing funding streams to expand on the partner's work to support quality out of school time programming that promotes aligned CTE and Career Pathways in the out of school time space, including the following teams, committees and agencies:

- Utah Afterschool Leadership Team
- UAN STEM Committee
- UAN School Alignment Committee
- Utah STEM Action Center

USBE, UAN and Department of Workforce Services, Office of Child Care (DWS, OCC) collaboratively ensure out of school time programs statewide are developing and implementing quality programming, based on the components of the Afterschool Quality Improvement Model. USBE and DWS, OCC are two of the main out of school time funders in the state. Additionally, all participating 21st CCLC grantees also receive DWS, OCC funding. The agencies align around grant requirements, reports, technical assistance and professional development and

training. The current grant opportunity will build on and expand the current work of the Utah Afterschool Leadership Team by focusing on the dissemination of strategies and best practices to support the implementation of quality CTE and Career Pathways programming and only other potential collaborations.

USBE also participates in the UAN STEM and School Alignment Committees and will leverage this participation to gather key stakeholder feedback, share results of the proposed project, and engage with industry partners. UAN will work to include USBE CTE staff, when appropriate, in both committees to further establish and build relationships between the out of school time and school day spaces. The partnership teams will regularly collaborate with staff at the Utah STEM Action Center. The Center funds programs that include out-of-classroom programming, including the Computing Partnership Initiative and Community Impact Sponsorship Grants.

Quality of Project Services - (i) Equal Access

Equity is at the center of USBE's strategic plan. All USBE staff are continually engaged in learning about best practices and strategies for implementing equity into all facets of their work. USBE will ensure all participating programs are working to serve students as described in their 21st CCLC grant applications and in compliance with GEPA. All 21st CCLC applicants document how their organization will fulfill GEPA requirements and all grantees submit annual documentation of meeting GEPA requirements in their continuation applications. USBE will work with grantees and CTE school and district staff to develop concrete plans and strategies to recruit and retain youth from low-income and diverse backgrounds, who typically have less participation in CTE and Career Pathways programming. The project will enable the partnerships between out of school providers and CTE school and district staff. Utah 21st CCLC grantees must serve students attending schools with 40 percent or higher free and reduced price lunch

rates. USBE monitors this requirement through reviewing data comparing the demographics of the schools served to the actual out of school time program, mid-year and annual reports, program fees monitoring, program visits and principal meetings. USBE will also leverage the Professional Learning Community (PLC) to bring in speakers, practices and strategies around ensuring programs are working to create equitable conditions for all students. USBE staff will highlight examples of grantees working towards creating equitable conditions at the professional development and training and PLC events. USBE will include questions in the annual program implementation and professional development and training plan regarding how grantees will serve the target population specified in the 21st CCLC grant application. During one-on-one meetings, professional development and trainings and virtual and/or onsite visits, partners will discuss with grantees how they will ensure their programs are recruiting and retaining students from target populations. USBE will include narrative questions in the mid-year and annual reports related to equity and serving students from the target population described in their grant application. Additionally, the evaluation efforts will approach the project from an equity lens, incorporating the voices of the students and families through interviews and focus groups and working with 21st CCLC grantees to incorporate these important perspectives into the program plan.

Quality of Project Services - (ii) Research and Effective Practice

The project services reflect national and state best practices from both the out of school time and the CTE field. USBE will work closely with CTE staff to understand program implementation and will bring best practices to the out of school time world, including aligning with Utah Computer Science Standards and Career Pathways. USBE and UAN will utilize existing

national, state and local research and best practices for quality out of school time programming, including the following state reports:

- Afterschool Program Quality Report
- Utah STEMLink out of school time Grant Evaluation Report
- Utah 21st CCLC: Services and Innovation Practices

Results from these state out of school time reports have shaped the efforts of the Utah Afterschool Leadership Team to support providers to develop quality programming leading to positive youth outcomes, including:

- Importance of intentional professional development and training for STEM focused out of school time programming (Afterschool Program Quality Report, 2017 and Utah STEMLink Grant Evaluation, 2018)
- Value of relationships and alignment between school day and out of school time staff (Utah 21st CCLC: Services and Innovation Practices in Utah, 2017 and Utah STEMLink Grant Evaluation, 2018)
- Impact of data collection practices for out of school time programs (Utah 21st CCLC: Services and Innovation Practices in Utah, 2017 and Afterschool Program Quality Report, 2017)

The partnership team will utilize these results when implementing the requirements of this grant project. USBE has spent the past two years refocusing the 21st CCLC state evaluation efforts, this project will bolster and expand these efforts.

The partnership team will support 21st CCLC grantees in the following activities using the Afterschool Quality Improvement Model, out of school time state standards, and CTE state standards and infrastructure:

- Create and expand relationships between CTE school day staff and out of school time programs
- Increase CTE focused professional development opportunities and trainings offerings for out of school time programs
- Implement CTE focused activities into out of school time programs, engaging elementary, middle and junior high students in technology and entrepreneurial career awareness and exploration and increasing the number of high school students starting and completing industry-recognized certifications
- Increase participation of students from low-income, diverse and rural backgrounds in CTE and Career Pathways programming
- Evaluate how well out of school time programs are implementing awareness and exploration activities for elementary, middle and junior high youth and monitoring how many students are engaged in the process of starting and completing technology and certificate programs

Quality of Project Services - (iii) Services To Be Provided/Intended Recipients

Seamless alignment and intentional collaboration among CTE programs, industry partners, and quality out of school time programs will create career awareness and exploration for elementary, middle school, and junior youth and employability skills for high school youth (CTE Implementation Report). The partnership team will ensure all participating grantees are working within their program sites/schools to recruit and retain students from low-income, diverse and rural backgrounds, who do not typically participate in CTE or Career Pathways programs during the school day. Out of school time programs offer a less formal environment than the school day

and can help connect out of school time participants to school day CTE and Career Pathways programs.

Industry Partners

The partnership team will facilitate relationships between the industry partners and 21st CCLC grantees. These partnerships will be key to creating additional opportunities for youth from low-income, diverse and rural backgrounds to complete industry-recognized certifications within both the school day and out of school time space, to increase their employability skills in the booming technology and entrepreneurial industries in Utah. The industry partners will provide the 21st CCLC grantees with opportunities for career panels, guest lectures, Q&As and other needed project support. Industry partners will also consult with the partnership team on any targeted professional development and support. Certiport will provide certificate management and access to Minecraft Education curriculum to engage elementary, middle and junior high age youth with developing critical thinking and computing skills. Lego Education will also partner to provide CTE standard aligned curriculum. AWS is partnering with the State of Utah to provide cloud computing training and support to ensure students and residents are ready for career opportunities in the growing cloud computing industry. This project will directly support the statewide initiative to train and certify 5,000 students and residents for cloud careers by June 2022.

Family Engagement

Family Engagement is another key part of the 21st CCLC grant program, this program component will be leveraged to add another layer of career awareness and exposure, for students from low-income and diverse backgrounds, typically served in the regular 21st CCLC program. 21st CCLC grantees can expand their family engagement activities to include a focus on sharing

information around the benefits of CTE and Career Pathways programming and how their students can access this programming through their out of school time program.

Evaluation

The partnership team will collaborate with both VentureLab for student and staff surveys and the internal 21st CCLC evaluator to measure the impact of the program, including the development of additional survey tools, and focus group and interview processes. USBE CTE staff will monitor certification data to ensure all participating programs are partnering with their respective districts and schools to support students in the out of school time space in making progress towards completing certifications. The 21st CCLC evaluator will also conduct meetings to ensure programs understand the results of the evaluation process and can utilize them for quality improvement efforts. The partnership team will work with the evaluator to determine the best protocols for student, staff, and family surveys and interviews, making adjustments in the process during the coronavirus pandemic.

Adequacy of Resources - (i) Adequacy of Support

USBE staff will lead the efforts around programmatic and fiscal requirements of the grant. USBE 21st CCLC Education Specialist (Kamille Sheikh) and fiscal compliance staff (Sandra Grant and Tami Long) will oversee and manage all funds. USBE CTE Education Specialists (Kristina Yamada and Breckon Heywood) will develop a system to manage certifications with Certiport and AWS to ensure programs are supporting students in certificate completions. The partnership team will be available for support or consultation as needed. USBE will use the Utah Grants Management system for funding distribution, award letter process, budget, risk assessment processes, and reimbursements. All 21st CCLC grantees currently utilize this system. USBE will ensure grantees are given with clear guidance when developing their final budget to

be included in the Utah Grants system, and will provide information regarding allowable and unallowable costs. USBE will host an annual grant orientation, as well as one-on-one support as needed. USBE 21st CCLC staff will monitor all the grant requirements of the Career Pathways grant and align monitoring plans with regular 21st CCLC grant funding. USBE will use mid-year and annual progress reports to support monitoring efforts, as well as virtual and onsite program visits. The partnership team will work closely with the internal evaluator on the evaluation plan and meet on a regular basis to ensure all evaluation timelines are met. The internal evaluator has previously worked with the 21st CCLC program team and supports the existing state 21st CCLC grant evaluation. USBE, in partnership with UAN, will hold quarterly professional development and training meetings and PLCs, as well as technical assistance check-ins with UAN staff who already work with the 21st CCLC grantees. All 21st CCLC grantees will agree to and sign the finalized written agreement and submit an annual Annual Program Implementation and Professional Development and Training Plan and budget narrative in the Utah Grants management system.

Adequacy of Resources - (ii) Reasonable Costs

The expertise, existing partnerships, facilities, and resources of USBE will leveraged for expanded CTE and Career programming. USBE will utilize existing systems of professional development and technical assistance from both the out of school time and CTE spaces to build quality out of school time opportunities aligned with CTE and Career Pathways programming. The budget represents the costs for 21st CCLC programs to expand CTE and Career Pathways focused programming including staff and fringe benefits for additional work outside of regular 21st CCLC grant scope, professional development and training, curriculum, and equipment costs for Lego Education, Minecraft: Education, VentureLab and Certiport certificate management

costs and supplies supply and equipment costs. All costs are based on seven 21st CCLC organizations serving 21 program sites, proposing to serve 725 elementary, middle and junior high youth and 150 high school youth per year. Lego Education costs will reduce in Years 2 through 5. All professional development and training events will be virtual and recorded allowing for flexibility. Travel costs for mileage and hotel accommodations are included in Years 3 through 5. USBE will amend the current contract with the Utah Afterschool Network for additional funding to expand current professional development and training and technical assistance efforts.

Adequacy of Resources - (iii) Sustainability

If awarded funding, the partnership team will continue to meet on a regular basis and discuss ongoing sustainability plans and strategies to engage current and new industry partners. The partnership team will also work together with school district administration around opportunities for braided federal, state and local funding and other partnership opportunities associated with funding for out of school time programs. 21st CCLC program staff will add a priority and application question to the Utah 21st CCLC grant application for the 2021-2022 School Year, allowing for the inclusion of CTE focused programming in the 21st CCLC grant budget moving forward. USBE 21st CCLC Grant Education Specialist will also coordinate with USBE CTE staff to present information around the possibility of CTE and Career Pathways alignment at 21st CCLC Grant bidders' conferences and orientation meetings to engage grantees in including CTE and Career Pathways in their programming plan.

Management Plan

(i) Adequacy of Management and Roles and Responsibilities

The management plan for Year 1 is listed below, Years 2 through 5 will follow the same management plan, with any needed adjustment.

Year 1

Timeline	Activities and Milestones	Partners Involved
December 2020 to January 2021	<p>Planning and Preparing for CTE Aligned Out of School Time</p> <p>Program Implementation</p> <ul style="list-style-type: none">● USBE 21st CCLC Education Specialist will add funding and official award letter in grants management system and notify grantees - complete prior to December 20, 2020● Partnership team, internal evaluator and VentureLab will have weekly meetings in December and January to prepare evaluation plan - ongoing● Partnership team will meet with UAN Professional Learning staff to coordinate CTE aligned presentations and professional development awards for Spring 2021 statewide annual afterschool conferences - complete prior to December 20, 2020● Partnership team will send out short survey to collect data from grantees about needed support - complete by January 8, 2021● USBE CTE Education Specialists will develop process to manage certifications using Certiport and AWS, will use Microsoft Imagine Academy Grant certification management plan as a model - complete by January 15, 2021	Partnership Team USBE Internal Evaluator VentureLab 21 st CCLC Grantees UAN Professional Learning Team

	<ul style="list-style-type: none"> ● USBE, UAN and VentureLab will develop evaluation plan for the shortened year to be shared with all grantees at the virtual orientation meeting - complete by January 22, 2021 ● Partnership team will develop calendar of events for the year and set-up technology needs, speakers, topics for professional development and training events and Professional Learning Community (PLC) - complete by end of January 2021 ● USBE will share information about grantees with UAN Out-of-School Time Specialists (UAN staff who provide technical assistance) to further support grantees' quality improvement efforts - complete by end of January 2021 	
February 2021 to June 2021	<p>CTE Aligned Out of School Time Program Implementation</p> <ul style="list-style-type: none"> ● Partners will hold virtual orientation meetings to provide overview of grant and all requirements, including evaluation plan - complete by mid-February 2021 <p>Grantees will submit a program plan form and final budget narrative to USBE regarding their implementation plan - complete by end of February 2021</p> <ul style="list-style-type: none"> ● USBE and UAN will meet with all grantees individually and discuss program implementation plans submitted - complete by March 2021 	Partnership Team USBE Internal Evaluator VentureLab 21 st CCLC Grantees

	<ul style="list-style-type: none"> ● Partners will hold quarterly CTE professional development and training meeting events - ongoing basis ● Grantees will begin to implement CTE aligned out of school time programming - ongoing ● Grantees will submit mid-year progress report and other evaluation information, including accountability (GPRA) reporting - complete by June 2021 ● USBE CTE Education Specialists will monitor certifications with AWS and Certiport to ensure grantees are on track and make adjustments if needed - ongoing basis ● Internal evaluator will work with partnership team to complete preliminary evaluation activities, including student, staff, teacher and parent surveys, interviews and focus groups - complete by June 2021 	
July 2021 to December 2021	<p>CTE Aligned Out of School Time Program Implementation and Evaluation</p> <ul style="list-style-type: none"> ● Partners will hold quarterly CTE professional development and training meeting events - ongoing basis ● Internal evaluator will review and analyze initial data and collaborate as needed with partnership team and VentureLab staff - July to August 2021 	Partnership Team USBE Internal Evaluator VentureLab STEM Action Center 21 st CCLC Grantees

	<ul style="list-style-type: none"> ● Partners will hold end of year debrief meeting with all grantees about the evaluation findings and next steps for incorporating findings into programming - August 2021 ● Develop implementation year annual report and prepare release to out of school time community, will highlight annual report at annual, statewide out of school time conference and share with Utah STEM Action Center, UAN STEM and School Day Alignment Committees and any other applicable CTE state or district meetings - complete by October 2021 ● USBE will work with Department staff if any participating grantees are entering their final year of 21st CCLC funding - ongoing basis ● Grantees will submit annual progress report and other evaluation information, including accountability (GPRA) reporting - November to December 2021 ● Develop plan and prepare for next year of funding - October to December 2021 	
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USBE Roles and Responsibilities

- Set up grant funding in grants management system upon official notification of award from Department and administer funds
- Develop process and monitor certifications with Certiport and AWS

- Monitor and provide oversight of funds, including budget submission, reimbursements, program implementation and professional development and training plans, virtual and/or onsite program visits, mid-year and annual reports, federal APR reports, evaluation information, and trainings and professional development events
- Make connections between CTE school district directors/staff and out of school time programs
- Provide initial orientation training for grantees and ongoing fiscal and programmatic training as needed (based on project timeline)
- Schedule and lead weekly and monthly meetings to support the successful implementation of the grant program with UAN, Certiport and AWS (based on project timeline)
- Participate in the development and implementation of professional development and trainings and PLCs for grantees along with other partners

21st CCLC Grantees' Roles and Responsibilities

- Continue to comply with GEPA requirements
- Complete annual program implementation and professional development and training plan and budget narrative
- As needed, make connections with Certiport and AWS, arrange career panels, guest lectures and Q&As
- Attend orientation and other professional development and trainings
- Complete mid-year and annual progress reports
- Fully participate in all evaluation and technical assistance activities, including, but not limited to:

- Professional development and trainings and PLC participation
- In-Person and/or virtual technical assistance visits
- Student, staff and teacher surveys and interviews and focus groups
- Industry certifications data - progress of students and completion rates
- Federal APR and FPR

UAN Roles and Responsibilities

- Attend and participate in weekly and monthly meetings to support the successful implementation of the grant program with USBE, Certiport and AWS (based on project timeline)
- Utilize existing technical assistance and professional development systems to support 21st CCLC grantees participating in grant program
- Support the training and professional development and PLC events for grantees at new and existing annual professional development events, including adding CTE focused workshops

Certiport and AWS (Industry Partners) Roles and Responsibilities

- Partner with USBE, UAN and 21st CCLC grantees to provide access to industry certifications and curriculum for out of school time programs that align with the school day
- Participate in meetings and events as needed to support the successful implementation of the grant program with USBE, UAN and 21st CCLC grantees, as needed (based on project timeline)
- Connect with grantees about offering career panels, guest lectures and Q&As

Management Plan - (ii) Stakeholder Perspective

All participating 21st CCLC grantees will be asked to become part of a professional learning community (PLC) as part of the grant program, identifying at least one staff member in a leadership position to participate. This will allow grantees to build relationships between organizations, discuss best practices and strategies and share their perspective on how the implementation of CTE into out of school time is going. USBE, UAN and industry partners will bring in appropriate research, resources and speakers. USBE and UAN will include students, families, out of school time staff and CTE staff in the evaluation process, as well as hold ongoing professional development and training events and other technical assistance meetings. In order to get the perspective of participating students' families, the internal evaluator will develop a survey process for 21st CCLC grantees to gather feedback around CTE and out of school time. USBE will work with 21st CCLC grantees to leverage the existing family engagement activities to disseminate information about the importance of career exploration activities and opportunities around industry recognized certificate programs to families of participating students. USBE will partner with UAN to bring best practices and strategies for incorporating CTE into out of school time programs at both UAN's STEM Steering and School Day Alignment Committee meetings and engage the committee in the feedback process.

Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

1 2 3 8 - App e n d i x A - AWS WA - Ut a h . docx

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Amazon Web Services, Inc. • 410 Terry Avenue N. • Seattle, WA 98109

September 15, 2020

Attention:

Kristina Yamada
Career and Technical Education Specialist
Utah State Board of Education
250 E 500 S, Salt Lake City, UT 84111

Subject: Letter of Support for the Utah State Board of Education's application for the Out-of-School Time Career Pathway Program grant

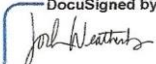
Dear Ms. Yamada,

Amazon Web Services, Inc. (AWS) is very pleased to support the Utah State Board of Education's (USBE) partnership with the Utah Afterschool Network (UAN) for USBE's application for the Out-of-School Time Career Pathway Program grant. Through the Out-of-School Time Career Pathway Program, USBE aims to expand USBE's Cloud Computing Program and target Utah's most underserved population that would normally not have access to the Cloud Computing Program courses during the normal school day.

The Out-of-School Time Career Program grant requires that grant awardees only fund those programs that are approved through the 21st Century Community Learning Centers Program (21st CCLC Program). USBE will include its in-school Cloud Computing Program in its grant application and hopes that it will be approved by the 21st CCLC Program to receive funding. In order to support USBE's application, AWS may make available AWS Educate program resources and benefits to USBE to develop its in-school Cloud Computing Program curriculum and professional development initiatives in alignment with AWS Educate. As part of USBE's Cloud Computing Program, AWS may provide access to the AWS Educate program to secondary schools in Utah to provide cloud computing learning content, resources such as webinars and online tools, and cloud career pathways.

We look forward to further developing and expanding our collaboration with USBE, UAN afterschool programs, and Career and Technical Education (CTE) institutions to create a bridge for students to access CTE-focused learning content that is aligned with the students' school day and afterschool learning environments.

Sincerely,

DocuSigned by:

By: _____
E30DDA9EC684400...

Name: Josh Weatherly

Title: Director, Edu/ SLG Vertical Sales, US Public Sector

Date: September 14, 2020



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September 2020

The Utah State Board of Education (USBE), Utah Afterschool Network (UAN) and INDUSTRY PARTNER will come together to implement the requirements of the Out-of-School Time (OST) Career Pathway Program, administered by the Office of Elementary and Secondary Education of the U.S. Department of Education, with current USBE 21st Century Community Learning Center grantees (listed below). USBE, UAN and INDUSTRY PARTNER(S) will work towards creating a bridge to support more students accessing CTE focused programming aligned with the school day in the afterschool space. This program will lead to an increase in career awareness and exploration for students in elementary, middle and junior high as well as an increase in high school students completing technology and entrepreneurship certificate programs. USBE, UAN and INDUSTRY PARTNER will support the objectives, activities, outcomes and the specific roles and responsibilities of each partner.

Project Objectives and Activities

- Build and expand relationships between school day CTE programs and afterschool programs
- Utilize existing systems of technical assistance and professional development and training to provide afterschool staff with CTE resources and professional development and training
- Create partnerships among employers in technology and entrepreneurial industries, school day CTE programs, and afterschool programs
- Infuse quality CTE programming focused on technology and entrepreneurial careers into afterschool programs serving students from low-income and diverse backgrounds in both rural and urban settings
- Develop ways to measure the impact of CTE
- Share best practices and lessons learned with other Utah afterschool programs at statewide afterschool conferences and other state 21st CCLC coordinators by submitting proposals to present at Department 21st CCLC Summer Symposium and Mott Foundation conferences



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Proposed Project Outcomes

- Improve relationships between school day CTE programs and afterschool programs
- Increase:
 - Number of students in Utah participating in CTE programs in afterschool
 - Number of CTE teachers and staff involved in afterschool
 - Awareness, exploration and knowledge of technology and entrepreneurial careers among elementary, middle school and junior high students
 - Number afterschool professionals receiving high quality CTE professional development and training
 - Completion of technology and entrepreneurship certificate programs for high school students

21st CCLC Grantees:

- Boys and Girls Club of Northern Utah
- City of South Salt Lake/Granite School District
- Davis School District
- Salt Lake County Youth Services/Granite School District
- San Juan School District
- University of Utah

Project Timeline

- December 2020
 - USBE staff will add funding and official award letter in grants management system and notify all grantees
 - Grantees will submit a program plan form to USBE regarding their implementation plan
- January to February 2021
 - All partners will meet to finalize any details for orientation meeting and the plan to support the program moving forward
 - Partners will hold virtual orientation meetings to provide overview of grant and all requirements



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- USBE and UAN will meet with all grantees individually and discuss program implementation plans submitted
- Partners will hold first virtual CTE professional development and training meeting
- Grantees will begin to implement CTE programming in afterschool sites
- Partners will coordinate to provide grantees with month check-in meetings
- March to May 2021
 - Grantees will complete mid-year progress report
 - Partners will develop virtual CTE professional development and training content for UAN statewide conferences in March
 - Partners will coordinate to provide grantees with month check-in meetings
 - Grantees will complete staff, school day CTE and student surveys
 - Partners will begin to prepare draft proposal for Department 21st CCLC Summer Symposium Conference
 - Plan for any summer programming focused on CTE connections
- June 2021
 - Grantees will submit annual report and other evaluation information
 - Partners will hold end of year debrief meeting with all grantees
- July to September 2021
 - Prepare for next school year

USBE Roles and Responsibilities

- Set up grant funding in grants management system upon official notification of award from Department and administer funds
- Monitor and provide oversight of funds, including budget submission, reimbursements, program implementation and professional development and training plans, virtual and/or onsite program visits, mid-year and annual reports, evaluation information, and trainings and professional development events
- Make connections between CTE school district directors/staff and afterschool programs
- Provide initial orientation training for grantees and ongoing fiscal and programmatic training as needed (based on project timeline)



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- Schedule and lead weekly and monthly meetings to support the successful implementation of the grant program with UAN and INDUSTRY PARTNER (based on project timeline)
- Participate in the development and implementation of professional development and trainings for grantees along with other partners

21st CCLC Grantees' Roles and Responsibilities

- Complete program implementation and professional development and training plan
- Attend orientation and other professional development and trainings
- Complete mid-year and annual progress reports
- Fully participate in all evaluation and technical assistance activities, including, but not limited to:
 - Professional development and trainings
 - Technical assistance visits - in-person and/or virtual
 - Staff, school day CTE and student surveys
 - Industry certifications data - progress of students and completion rates

UAN Roles and Responsibilities

- Attend and participate in weekly and monthly meetings to support the successful implementation of the grant program with USBE and INDUSTRY PARTNER (based on project timeline)
- Utilize existing technical assistance and professional development systems to support 21st CCLC grantees participating in grant program
- Participate in the development and implementation of professional development and trainings for grantees along with other partners
- Support the training and professional development events for grantees at new and existing annual professional development events Jump Start and Recharge conferences, including adding CTE focused workshops



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INDUSTRY PARTNER Roles and Responsibilities

- Partner with USBE, UAN and 21st CCLC grantees to provide access to industry certifications and curriculum for afterschool programs that align with the school day
- Participate in annual orientation meeting and as needed, attend meetings to support the successful implementation of the grant program with USBE, UAN and 21st CCLC grantees (based on project timeline)
- Share best practices and lessons learned from the grant program with a variety of stakeholders through annual conferences.
- Involvement in professional development and trainings as needed

Industry Partner:

Company Name: Certiport, a business of NCS Pearson, Inc.

Company Address: 1276 S 820 ESTE 200

American Fork, UT 84003

Contact Person: Brent Clark

Contact Phone Number: 801.847.3190

Contact Email address: Brent.Clark@Pearson.com

Signature: [Redacted Signature]

Date: September 3, 2020



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September 2020

The Utah State Board of Education (USBE), Utah Afterschool Network (UAN) and Industry Partners, including Certiport and AWS, will come together to implement the requirements of the Out-of-School Time (OST) Career Pathway Program, administered by the Office of Elementary and Secondary Education of the U.S. Department of Education, with current USBE 21st Century Community Learning Center grantees (listed below). USBE, UAN and Industry Partners will work towards creating a bridge to support more students accessing CTE focused programming aligned with the school day in the afterschool space. This program will lead to an increase in career awareness and exploration for students in elementary, middle and junior high as well as an increase in high school students completing technology and entrepreneurship certificate programs. USBE, UAN and Industry Partners will support the objectives, activities, outcomes and the specific roles and responsibilities of each party.

Project Objectives and Activities

- Support Utah 21st CCLC Grant State Goals and Indicators and CTE career pathways and standards for computer science and entrepreneurship
- Build and expand relationships between school day CTE programs and afterschool programs
- Utilize existing systems of technical assistance and professional development and training to provide afterschool staff with CTE resources and professional development and training
- Create partnerships among employers in technology and entrepreneurial industries, school day CTE programs, and afterschool programs
- Infuse quality CTE programming focused on technology and entrepreneurial careers into afterschool programs serving students from low-income and diverse backgrounds in both rural and urban settings
- Develop ways to measure the impact of CTE
- Share best practices and lessons learned with other Utah afterschool programs at statewide afterschool conferences and other state 21st CCLC coordinators by submitting proposals to present at Department 21st CCLC Summer Symposium and Mott Foundation conferences



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Proposed Project Outcomes

- Improve relationships between school day CTE programs and afterschool programs, as measured by reported number of meetings and contacts
- Demonstrate increases in:
 - Afterschool programs using evidence-based curriculum
 - Number of students in Utah participating in CTE programs in afterschool
 - Number of CTE teachers and staff involved in afterschool
 - Awareness, exploration and knowledge of technology and entrepreneurial careers among elementary, middle school and junior high students, as measured by student, staff and family surveys and interviews
 - Number afterschool professionals receiving high quality CTE professional development and training, as measured by surveys and interviews
 - Completion of technology and entrepreneurship certificate programs for high school students

Utah 21st CCLC Grantees:

- Boys and Girls Club of Northern Utah
- City of South Salt Lake Promise
- Davis School District
- Provo School District
- Salt Lake County Youth Services
- San Juan Foundation
- University of Utah

Project Timeline

- December 2020
 - USBE staff will add funding and official award letter in grants management system and notify all grantees
 - Grantees will submit a program plan form to USBE regarding their implementation plan
- January to February 2021
 - All partners will meet to finalize any details for orientation meeting and the plan to support the program moving forward
 - Partners will hold virtual orientation meetings to provide overview of grant and all requirements



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- USBE and UAN will meet with all grantees individually and discuss program implementation plans submitted
- Partners will hold first virtual CTE professional development and training meeting
- Grantees will begin to implement CTE programming in afterschool sites
- Partners will coordinate to provide grantees with month check-in meetings
- March to May 2021
 - Grantees will complete mid-year progress report
 - Partners will develop virtual CTE professional development and training content for UAN statewide conferences in March
 - Partners will coordinate to provide grantees with month check-in meetings
 - Grantees will complete staff, school day CTE and student surveys
 - Partners will begin to prepare draft proposal for Department 21st CCLC Summer Symposium Conference
 - Plan for any summer programming focused on CTE connections
- June 2021
 - Grantees will submit annual report and other evaluation information
 - Partners will hold end of year debrief meeting with all grantees
- July to September 2021
 - Prepare for next school year

USBE Roles and Responsibilities

- Set up grant funding in grants management system upon official notification of award from Department and administer funds
- Monitor and provide oversight of funds, including budget submission, reimbursements, program implementation and professional development and training plans, virtual and/or onsite program visits, mid-year and annual reports, evaluation information, and trainings and professional development events
- Make connections between CTE school district directors/staff and afterschool programs
- Provide initial orientation training for grantees and ongoing fiscal and programmatic training as needed (based on project timeline)



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- Schedule and lead weekly and monthly meetings to support the successful implementation of the grant program with UAN and INDUSTRY PARTNER (based on project timeline)
- Participate in the development and implementation of professional development and trainings for grantees along with other partners

21st CCLC Grantees' Roles and Responsibilities

- Complete program implementation and professional development and training plan
- Attend orientation and other professional development and trainings
- Complete mid-year and annual progress reports
- Fully participate in all evaluation and technical assistance activities, including, but not limited to:
 - Professional development and trainings
 - Technical assistance visits - in-person and/or virtual
 - Staff, school day CTE and student surveys
 - Industry certifications data - progress of students and completion rates

UAN Roles and Responsibilities

- Attend and participate in weekly and monthly meetings to support the successful implementation of the grant program with USBE and INDUSTRY PARTNER (based on project timeline)
- Utilize existing technical assistance and professional development systems to support 21st CCLC grantees participating in grant program
- Participate in the development and implementation of professional development and trainings for grantees along with other partners
- Support the training and professional development events for grantees at new and existing annual professional development events Jump Start and Recharge conferences, including adding CTE focused workshops

INDUSTRY PARTNER Roles and Responsibilities

- Partner with USBE, UAN and 21st CCLC grantees to provide access to industry certifications and curriculum for afterschool programs that align with the school day
- Participate in annual orientation meeting and as needed, attend meetings to support
- the successful implementation of the grant program with USBE, UAN and 21st CCLC
- grantees (based on project timeline)
- Share best practices and lessons learned from the grant program with a variety of
- stakeholders through annual conferences.
- Involvement in professional development and trainings as needed

250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200 Phone: (801) 538-7500



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USBE 21st CCLC Grantee:

Name:

[Redacted]

Contact Person:

Contact Phone Number:

Contact Email address:

Signature:

Date:

Digitally signed by Brent Brown
Date: 2020.09.14 12:21:03-06'00'

Sydnee Dickson, State Superintendent of Public
Instruction
Lorraine Austin, Secretary to the
Board

USBE 21st CCLC Grantee:

Name: Boys & Girls Club of Northern Utah

Address: 550 S. Main St.

Provo UT 84602

Contact Person: Jennette Jeffries

Contact Phone Number: 435-733-6224 x3

Contact Email address: jjeffries@bgonline.org

Signature: 

Date: 9/14/20



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Janet A. Cannon
Cindy Davis
Jennie Earl

Jennifer Graviet
Scott L. Hansen
Mike Haynes
Carol Barlow Lear

Mark R. Marsh
Scott B. Neilson
Shawn E. Newell
Laurieann Thorpe

Sydnee Dickson, State Superintendent of Public Instruction
Lorraine Austin, Secretary to the Board

USB E 21st CCLC Grantee:

Name:

Address:

Contact Person:

Contact Phone Number:

Contact Email address:

Signature:

Date:

21st CCLC Grantees Signature

UAN Signature

Industry Partner Signature

Dr. BERNARDO VILLAR
EDUCATIONAL/FEDERAL DIRECTOR
DAVIS SCHOOL DISTRICT
Dr. B. Villar



CONTRACT SUMMARY PAGE (INTERNAL USE)

Contract Number: CA00000000000775
Sold To: Utah State Board of Education
Description: YS-Interlocal- MOU Utah State Board of Education, Utah Afterschool Network and Industry Partners to implement the requirements of the Out-of School Time Career Pathway Program, administered by US Dept . of Education. County USBE 21st CCLC grantee.
Revenue Amount: \$0.00
Agency Name: Youth Services
Start Date: 2020-09-10 End Date: 2021-09-30

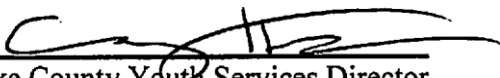
IN WITNESS WHEREOF, the Parties have caused this Agreement to be duly executed.

SALT LAKE COUNTY

By: _____
Mayor or Designee

Date: 9/10/2020

DEPARTMENTAL APPROVAL

By: 
Salt Lake County Youth Services Director
or Designee

APPROVED Asf
Digitally signed by
L. APPROVED ASTO
TO FORM: li am FORM: Liam M. Keogh
M. Keogh /- Date: 2 020.09.10
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UTAH STATE BOARD OF EDUCATION

Mark Huntsman, Chair Brittney Cummins, Vice Chair

Laura Belnap
Michelle Boulter
Janet A. Cannon
Cindy Davis
Jemie Earl

Jennifer Graviet
Scott L. Hansen
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Mark R. Marsh
Scott B. Neilson
Shawn E. Newell
Laurieann Thorpe

Sydney Dickson, State Superintendent of Public Instruction
Lorraine Austin, Secretary to the Board

USBE 21st CCLC Grantee:

Provo City School District

Name: _____

Address: _____

Address: _____

Provo, Utah 84604

Contact Person: _____

Contact Phone Number: _____

Contact Phone Number: _____

Contact Email address: _____

Contact Email address: _____

Signature: Stephanie Bryant

Date: 9/14/2020

Stephanie Bryant, Business Administrator

DATE: 9/18/20

The Utah State Board of Education (USB), Utah Afterschool Network (UAN) and INDUSTRY PARTNER will come together to implement the requirements of the Out-of-School Time (OST) Career Pathway Program, administered by the Office of Elementary and Secondary Education of the U.S. Department of Education, with current USB 21st Century Community Learning Center grantees (listed below). USB, UAN and INDUSTRY PARTNER(S) will work towards creating a bridge to support more students accessing CTE focused programming aligned with the school day in the afterschool space. This program will lead to an increase in career awareness and exploration for students in elementary, middle and junior high as well as an increase in high school students completing technology and entrepreneurship certificate programs. USB, UAN and INDUSTRY PARTNER will support the objectives, activities, outcomes and the specific roles and responsibilities of each partner.

Executive Director - San Juan Foundation

21st CCLC Grantees Signature

A handwritten signature in cursive script, appearing to read "Lisa Can", written in black ink on a light background.

Employment History

Education Specialist

October 2017 – current - Utah State Board of Education - SLC, UT

- Oversee Utah 21st Century Community Learning Center (CCLC) grant program
- Provide programmatic and fiscal support to all 21st CCLC grantees
- Manage annual 21st CCLC grant competition, including application development, grant reader coordination and training and award and denial notifications

Program Specialist

May 2014 – October 2017 - Department of Workforce Services, Office of Child Care - SLC, Utah

- Develop Request for Grants (RFG) and Performance Requirements for federal funding sources, including Child Care Development Fund (CCDF) and Temporary Assistance for Needy Families (TANF), for a variety of afterschool program providers serving elementary and teen youth, operating in child care centers, community centers and schools
- Manage grant review and award process for both competitive and noncompetitive afterschool grants, including rubric development, grant reader coordination and training and award and denial notifications
- Create and deliver annual, in-person grant orientation trainings reviewing purpose of federal funding sources, terms and conditions, budget and reimbursement processes and performance requirements for afterschool grantees
- Monitor and provide technical assistance, including contract and budget management and trainings, to 100+ afterschool program grantees to support the grant outcomes and improve the quality of services provided to youth and families
- Collaborate with partner organizations, Utah State Board of Education and Utah Afterschool Network, to support implementation of statewide afterschool system for quality improvement, data collection and professional development

Out-of-School Time Specialist

January 2013 - May 2014 - Utah Afterschool Network - SLC, Utah

- Increase out-of-school time program quality by providing responsive, intentional technical assistance on three levels, consultation, coaching and mentoring, to Utah Department of Workforce Services (DWS), Office of Child Care (OCC) funded afterschool programs
- Monitor 50+ afterschool programs using the Utah Afterschool Program Quality Assessment and Improvement Tool to develop organization and site level quality improvement plans and formal reports to DWS, OCC
- Promote and provide professional development opportunities for afterschool professionals at all levels through facilitated trainings and presentations based on organizational and site level needs

Education

August 2011 - May 2013 - University of Utah - SLC, UT

- Master of Science - Human Development and Social Policy

August 2008 - May 2011 - Westminster College - SLC, UT

- Bachelor of Science - Developmental Psychology

**Professional
Profile**

Excellent ability to cultivate relationships and meet the needs of varied levels of ability and diverse learning styles. Highly motivated and continually developing new lessons and activities to expand learning opportunities for learners of all ages. Extensive participation on committees and extra-curricular activities. Excellent interpersonal skills. Outstanding ability at building rapport and cooperative relationships with students, parents, adult learners, community members and peers. Continually focused on effectively utilizing my capabilities and talents to help learners of all ages become successful adults and contribute to society in a positive manner.

Education

June 2018 Western Governors University
Master of Business Administration

December 2009 Weber State University
B.S. Degree– Business Education – Composite Teaching Emphasis
Minor – Marketing Education
Additional Endorsements: Multimedia Education, English as a Second Language, Keyboarding, Journalism, Work Based Learning

**Professional
Experience**

August 2013 to Present **Utah Valley University**
Adjunct Professor – Digital Media 1110 and Photoshop 1063

August 2019 to Present **Utah State Board of Education**
CTE Information Technology Education Specialist

August 2002 to August 2019 **Davis School District**
Career & Technical Education Coordinator Mountain High School
Information Technology Specialists Davis School District Offices
Business Teacher Syracuse High School
Teacher Assistant West Point Junior High School

- Oversee all content areas of Information Technology in grades 7 – 12.
- Coordination between school and district to create and evaluate programs, teachers, and activities to meet the needs of all students.
- Academic advisement for high school and beyond.
- Facilitate implementation and promotion of ongoing trainings for all teachers.
- Facilitate implementation and promotion of college/career readiness programs for all students.
- Facilitate the Work-Based Learning Program and Internships.
- FBLA Advisor, Yearbook Advisor, and Student Body Organization Advisor
- School Technology Specialist

**Professional
Certifications,
Affiliations,
Activities, and
Awards**

MOS (Microsoft Office Specialist) Certified in Word, Excel, PowerPoint, Access, and OneNote.
IC³ (Internet and Computing Core Certification) Certified
Microsoft Certified Innovative Educator
Adobe Certified Associate in Creative Cloud: Dreamweaver, Premier Pro, Photoshop, and Illustrator

Western Business Education Association (WBEA) Board Member – Webmaster
National Alternative Education Association (NAEA) Board Member – Webmaster & Conference Registrar
Utah Association for Career and Technical Education (UACTE/ACTE) – member
National Business Education Association (NBEA) – member
Computer Science Teachers Association (CSTA) – member

National Japanese American Citizen League (JACL) Credit Union, Board of Directors, Secretary
Wasatch Front North JACL, Director

Phi Beta Lambda, 2009 Future Business Teacher of the Year – State and National
UBEA, 2012 Outstanding New Business & Information Technology Teacher

PR/Award# S287D200011

Education

Utah Valley State College

December 2005

- ◆ Bachelor of Science: Business/marketing secondary education
- ◆ Graduated Cum Laude

Work Experience

Utah State Business & Marketing Education Specialist

November 2017-Present

Utah State Board of Education/CTE Department-Salt Lake City, Utah

- ◆ Oversee all course learning objectives in business & marketing education statewide
- ◆ Manage educator qualifications/endorsements in Business & Marketing
- ◆ Organize and manage professional development for business & marketing educators statewide
- ◆ Supervise state DECA and FBLA student organizations
- ◆ Manage State Microsoft Office Specialist Industry Certification Program for students in grades 9-12
- ◆ Oversee the creation/update of all Student CTE Skill Certification Exams for the Business & Marketing area.

Business Teacher

November 2016-November 2017

Syracuse High School-Syracuse, Utah

- ◆ Taught Computer Technology, Business Office Specialist, Financial Literacy, and Business Law.
- ◆ Adjunct faculty at Weber State University through the Concurrent Enrollment program (CE)
- ◆ Co-FBLA advisor

CTE Teacher

August 2016-November 2016

Centerville Junior High-Centerville, Utah

- ◆ Taught Yearbook, College and Career Awareness, and Exploring Business & Marketing

Marketing Teacher

August 2013-August 2016

Bingham High School-South Jordan, Utah

- ◆ Business Department Chair: responsible for leading, mentoring, and managing business/marketing teachers
- ◆ Taught Marketing I & II, Retailing, Hospitality & Tourism, Leadership Principles, Entrepreneurship, and Financial Literacy
- ◆ Adjunct faculty at Weber State University through the Concurrent Enrollment program (CE)
- ◆ Bingham High School DECA advisor and school store director
- ◆ Responsible for all aspects of the school store: inventory management, POS System management, marketing, finances, etc.

Computer Technology Teacher

Fall 2015-August 2016

SouthPointe Adult High School-South Jordan, Utah

- ◆ Taught Computer Technology (Microsoft Office Suite) to a variety of ages and skill levels

Marketing Teacher

August 2006-June 2013

Viewmont High School-Bountiful, Utah

- ◆ Taught CE Marketing, CE Retailing, CE Sports & Entertainment Marketing, and Student Government
- ◆ Adjunct faculty at Weber State University through the Concurrent Enrollment program (CE)
- ◆ Viewmont High School Student Body Advisor 2009-2013
- ◆ Viewmont High DECA Advisor
- ◆ Managed and directed successful school store program

Other Leadership

- ◆ Develop and oversee the Business & Marketing Summer Conference for approx. 400 teachers statewide: 2018-present
- ◆ Member of the Utah State Career & technical Education (CTE) Consortium: 2018-present
- ◆ Member of the Utah State Career and Technical Student Organization Consortium: 2018-present
- ◆ Member of the Utah CTE State Skill Certification Consortium: 2018-present
- ◆ Event coordinator for Utah DECA: 2016-2017
- ◆ Vice Chair for the Viewmont Community Council: 2009-2013
- ◆ Board member for the State Marketing Educators Group: 2011-2013
- ◆ Board Member for State DECA: 2008-2012 & 2016-2017
- ◆ Committee member writing student learning objectives for several Business/Marketing courses in the Jordan School District: 2014-2016
- ◆ Utah Valley State College DECA and FBLA regional competitions-organizer and manager

Activities

- ◆ Presented at the Utah ACTE Annual Conference: 2018-present
- ◆ Attended the Microsoft Global Summit with an elite group of educators and industry experts: 2019
- ◆ Assisted with the creation of the 2019 Global Microsoft Office Specialist Industry Certification Exam Objectives: 2018
- ◆ Attended DECA's International Career Development Conference as an advisor: 2006-2015
- ◆ Attended the National PLC Conference in Salt Lake City: 2015
- ◆ Member of Utah Valley University's DEX and PBL organizations: 2004-2006

Awards Received

- ◆ South Jordan Teacher Appreciation Award: 2015
- ◆ KSL Teacher Feature Award: April 2010
- ◆ Viewmont High School Viking Service Award: 2010
- ◆ Davis Reads Award: Fighting for Literacy: 2009
- ◆ Dean's List at Utah Valley State College for 6 semesters
- ◆ High honors from the Dean of Computer Science & Engineering at Utah Valley State College

References

[REDACTED]
[REDACTED]
[REDACTED]

THE

1. **Identify the main topic or purpose of the text.**
 2. **Summarize the key points or findings.**
 3. **Highlight any specific data or evidence used.**
 4. **Discuss the implications or conclusions drawn.**
 5. **Provide a brief overview of the methodology or approach.**



Professional Experience

Executive Director

November 2015 – Present

Utah Afterschool Network, Salt Lake City, UT

- Responsible for the growth, development, strategic leadership, and mission of UAN's programs and services, which impact over 43,000 students statewide.
- Provide oversight for the only statewide professional learning system in Utah, which includes annual and regional conferences, topical workshops, and an eLearning platform.
- Create annual budgets and manage the board of directors.
- Established the framework for Afterschool Regional Networks in Utah and co-created the Salt Lake Regional Network that includes professionals representing over 25 organizations coordinate regularly to expand out-of-school learning opportunities for K-12 youth in Utah.
- Co-hosted, planned, and implemented a STEM Summit and STEM Summer Learning events, which gathered together state and local policy makers, education and business leaders, and out-of-school time professionals to learn about the impact of informal STEM.
- Co-authored the first State of Afterschool Report, which was distributed statewide.
- Selected to participate in the White-Riley-Peterson Fellowship through Furman University.
- Secured over \$440,000 of new funding since 2015.
- Organized the first ever Afterschool Day on the Hill during the legislative session, which has now become an annual event.
- Created an Afterschool Works for Utah Challenge that impacted new legislative funding for afterschool programs.

Education Coordinator

January 2015 – November 2015

Salt Lake County Human Services, Salt Lake City, UT

- Managed the coordination of internal and external stakeholders, including an internal Education Steering Committee.
- Established the Salt Lake County Education Plan.
- Coordinated with community partners to develop and implement regional plan for supporting education.
- Served on the United Way of Salt Lake collective impact Collaborative Action Networks focused on school mobility, early literacy and elementary literacy.
- Collected educational data that is an integral part of the Salt Lake County dashboard.
- Implemented Talking is Teaching, a county-wide early literacy initiative that involves convening stakeholders, seeking sponsors and champions, and launching a sustainable public and social media campaign.

Afterschool Program Manager

August 2006 – December 2014

Salt Lake County Division of Youth Services, Salt Lake City, UT

- Created, organized, and developed Youth Services afterschool programs, which promoted academic success, arts enrichment, life skills, and recreation for thousands of at-risk students.
- Directed and promoted seven school-based afterschool programs that met the academic needs of diverse populations and continue to receive state-wide recognition.
- Managed, analyzed and prepared budgets for grants equaling over \$400,000 annually.
- Hired, trained, supervised, and provided professional development and leadership for 18 staff members and over 50 teachers.
- Developed afterschool program policies, operating procedures, staff handbooks, and parent reference guides to increase internal and external communication and effectiveness.

- Co-wrote grants that successfully secured over \$2 million of funding.
- Partnered with multiple strategic community agencies including school districts, nonprofit organizations, and county agencies in order to provide high quality, evidence-based programming.
- Partnered strategically with United Way of Salt Lake in one of the first Promise Neighborhoods.

Recreational Therapist

August 2004 – August 2006

Salt Lake County Division of Youth Services, Salt Lake City, UT

- Developed comprehensive recreational therapy program for hundreds of at-risk youth, including expressive arts, life skills, and leisure education.
- Managed a \$3000 art therapy grant through the Utah Arts Council that benefited abused and neglected youth.
- Recipient of Salt Lake County *Incentive Award* for innovative work with underserved populations.

Professional Boards & Committees

Office of Child Care Advisory Committee Member

2015-Present

Department of Workforce Services Office of Child Care, Salt Lake City, UT

- Serves in an advisory role and capacity.
- Provides insight regarding budgets, strategic plans, and new initiatives.

Board of Directors Chair

2013-2015

Utah Afterschool Network, Salt Lake City, UT

- Provided leadership and direction to Board of Directors and Executive Director.
- Evaluated organizational performance and assist Executive Director to achieve goals.
- Facilitated organization's strategic planning, as well as select and train new board members.
- Directed nonprofit organization during two transitions of leadership, resulting in organization restructure and increased effectiveness.

Board Member

2010 – 2012

Afterschool Utah Association, Salt Lake City, UT

- Directed Utah's only professional membership organization for afterschool program providers.
- Planned three state-wide annual conferences and trainings for over 300 afterschool program professionals.
- Served as Past-President, President, President-Elect, and Treasurer.

Education

Brigham Young University; Provo, UT

June 2014

Master of Public Administration

- Relevant course work:
Organizational Behavior, Communication in Public Administration, Accounting, Human Resources, Executive Decision Analysis, Leadership, Economic Decision Making for Managers

Brigham Young University; Provo, UT

August 1999

Bachelor of Science, Recreation Management and Youth Leadership

- Therapeutic Recreation emphasis; Psychology minor

September 15, 2020

TO:

Out-of-School Time Career Pathway Program Review Committee
Office of Elementary and Secondary Education of the U.S. Department of Education
Title IV, Part B Nita M. Lowey 21st Century Community Learning Centers Program

Review Committee Members:

The Governor's Office of Economic Development and the Talent Ready Utah Center supports the Utah State Board of Education's application, in partnership with the Utah Afterschool Network, for the Out-of-School Time Career Pathway Program.

In supporting the Utah State Board of Education's application, the Governor's Office of Economic Development and the Talent Ready Utah Center will convene industry partnerships to implement the Out-of-School Time Career Pathway Program for the purpose of advancing student learning and earning potential following the completion of industry recognized credentials and certifications.

We acknowledge the vital role the Out-of-School Time Career Pathway Program plays within our rural and underserved communities and recognize the significant economic impact this partnership and program brings to the state of Utah as individuals have increased access to resources relevant to learning skills needed to succeed in and sustain our workforce.

The Governor's Office of Economic Development and the Talent Ready Utah Center will support the goals and outcomes of the project by expanding current relationships with afterschool administrators and working towards aligning CTE programming in the afterschool space.

The Governor's Office of Economic Development and the Talent Ready Utah Center has full confidence in the Utah State Board of Education's ability to enhance access to CTE pathways through the Out-of-School Time Career Pathway Program.

We look forward to further developing and expanding our partnership with USBE and industry partners to work towards creating a bridge to support more students accessing CTE focused afterschool programming.

Sincerely,



Director, Talent Ready Utah Center
Utah Governor's Office of Economic Development

Date: September 8, 2020

Out-of-School Time Career Pathway Program Review Committee
Office of Elementary and Secondary Education of the U.S. Department of Education Title
IV, Part B Nita M. Lowey 21st Century Community Learning Centers Program

Review Committee Members:

Provo City School District CTE Department supports the Utah State Board of Education's
application, in partnership with the Utah Afterschool Network, for the Out-of-School Time

Career Pathway Program:

Provo City School District will support the goals and outcomes of the project by expanding
current relationships with afterschool administrators and working towards aligning CTE
programming in the afterschool space. Classes will continue to run afterschool through CTE
teachers to provide ongoing access to these project-based classes. Students will develop skills
directly related to industry standards while working towards certification in several areas of
study.

We look forward to further developing and expanding our partnership with USBE and industry
partners to work towards creating a bridge to support more students accessing CTE focused
afterschool programming.

Sincerely,

Sincerely,



Clay Bingham
CTE Director
Provo City School District

The Governor's Office of Economic Development and the Talent Ready Utah Center has full confidence in the Utah State Board of Education's ability to enhance access to CTE pathways through the Out-of-School Time Career Pathway Program.

We look forward to further developing and expanding our partnership with USBE and industry partners to work towards creating a bridge to support more students accessing CTE focused afterschool programming.

Sincerely,



September 14, 2020

**Out-of-School Time Career Pathway Program Review Committee
Office of Elementary and Secondary Education of the U.S. Department of Education
Title IV, Part B Nita M. Lowey 21st Century Community Learning Centers Program**

Dear colleagues,

University of Utah's REFUGES program supports the Utah State Board of Education's application, in partnership with the Utah Afterschool Network, for the Out-of-School Time Career Pathway Program and is excited to expand our 21st CCLC program offerings.

With over 1,000 new refugees arriving in Utah every year the vast majority (97%) reside in Salt Lake County. Although the refugees come from a variety of backgrounds and nationalities, they have similar, challenging experiences when going through the resettlement process. Refugee youth often encounter difficulties related to language barriers, cultural adjustments, and a history of interrupted schooling. Without positive intervention, many of these youth are at risk of dropping out of school and engaging in illegal activities. In 2010, a refugee youth in Salt Lake City was tragically beaten to death in an act of gang violence and died at the hands of two fellow Sudanese refugees. As a result of these events, the University of Utah's REFUGES (Refugees and New Americans Exploring the Foundations of Undergraduate Education in Science) program was formed to provide academic enrichment and prevention activities to youth from refugee backgrounds. If funding is awarded, the REFUGES program will be expanded to include targeted Career and Technical Education (CTE) programming.

University of Utah's REFUGES program will support the goals and outcomes of the project by expanding current relationships with University of Utah's school of computing and school district CTE staff and working towards aligning CTE programming in the afterschool space. Over the past 5 years, the REFUGES afterschool program partnered with Granite School District and implemented their evidenced-based Eight Components of College and Career Readiness curriculum, which includes the following topics: 1) College Aspirations, 2) Academic Planning for College and Career, 3) Enrichment and Extracurricular Engagement, 4) College Exploration and Selection Processes, 5) College and Career Assessment, 6) College Affordability Planning, 7) College and Career Admissions Process, and 8) Transition from High School Graduation to College Enrollment. We have also implemented University of Utah's school of computing Graphic and Robotics Exploration with the Amazing Technology (GREAT) summer camp. In this camp, students unleash their creativity while learning about computer graphics, robotics and programming by making games, animations, and robots.

We look forward to further developing and expanding our partnership with USBE and industry partners to work towards creating a bridge to support more students accessing CTE focused afterschool programming.

Best regards,

Jordan Gorta

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

September 10, 2020

Out-of-School Time Career Pathway Program Review Committee
Office of Elementary and Secondary Education of the U.S. Department of Education
Title IV, Part B Nita M. Lowey 21st Century Community Learning Centers Program

Dear Review Committee Members:

Utah Afterschool Network (UAN) is excited to partner with the Utah State Board of Education for their Out-of-School Time Career Pathway Program application. UAN has leveraged opportunities with key STEM and industry leaders over the past several years, including the Charles S. Mott Foundation, which funds an out-of-school time entrepreneurship grant. This grant can directly connect to the Career Pathways proposal.

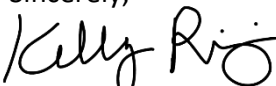
Our partnership with the Utah State Board of Education (USBE) over the past thirteen years has allowed for increased efforts to sustain current afterschool programs and create best practices. USBE contracts with us to offer technical assistance, resources, support, and professional learning opportunities to 21st Century Community Learning Centers (21st CCLC) administered through their office.

USBE has served on the UAN School Alignment and STEM Steering Committees, assisted with the creation of the UAN Quality Assessment Tool, served on multiple professional learning planning and implementation committees and data workgroups, as well as helped with multiple innovative projects including UAN's Leadership Academy and Behavior Management Institute.

As a USBE partner, we commit to provide technical assistance and professional learning focused on CTE and entrepreneurship for the 21st CCLC programs and plan to adjust our agreement with USBE to meet this commitment. We will also work with USBE to share outcomes on a statewide level, as well as incorporate CTE initiatives into our STEM Steering and School Day Alignment committees.

We look forward to continuing our work together, creating more opportunities for students to explore and access Career and Technical Education pathways.

Sincerely,





September 10, 2020

**Out-of-School Time Career Pathway Program Review Committee
Office of Elementary and Secondary Education of the U.S. Department
of Education
Title IV, Part B Nita M. Lowey 21st Century Community Learning Centers
Program**

Review Committee Members:

The City of South Salt Lake supports the Utah State Board of Education's application, in partnership with the Utah Afterschool Network, for the Out-of-School Time Career Pathway Program and is excited to expand our 21st CCLC program offerings. Promise South Salt Lake is an initiative of the City of South Salt Lake to provide dynamic, highly specialized community and out-of-school-time programming with academic and prevention focus at 14 neighborhood centers throughout the city. Our programs are free, open to all, and emphasize equity, diversity and putting children first. We provide safe, well rounded, data-driven programs guided by our three promises, 1) Every child has the opportunity to attend and graduate from college, 2) Every resident has a safe, clean home and neighborhood and 3) Everyone has the opportunity to prosper.

Promise South Salt Lake will support the goals and outcomes of the project by expanding current relationships with school district CTE staff and other CTE partners and working towards aligning CTE programming in the afterschool space. The grant program will also support initiatives around of Best Buy Teen Tech Center, which offers teens in South Salt Lake a safe and engaging place expand their skills and gain a competitive edge as they venture out into the workforce. The City of South Salt Lake Promise South Salt Lake programs see that CTE programs will play a huge role in the post-secondary success of youth enrolled in our out of school time programs. Promise SSL has worked to expose youth to the CTE programs, but through this program and creating intentional relationships with industry partners for afterschool will expand our ability to prepare our youth for success.

We look forward to further developing and expanding our partnership with USBE and industry partners to create a bridge to support more students accessing CTE focused afterschool programming.

Sincerely,

Mayor Cherie Wood



CHERIE WOOD
MAYOR

220 E MORRIS AVE
SUITE 200
SOUTH SALT LAKE CITY
UTAH
84115
O 801.483.6000
F 801.483.6001



September 10, 2020

**Out-of-School Time Career Pathway Program Review Committee
Office of Elementary and Secondary Education of the U.S. Department
of Education
Title IV, Part B Nita M. Lowey 21st Century Community Learning Centers
Program**

Review Committee Members:

The City of South Salt Lake supports the Utah State Board of Education's application, in partnership with the Utah Afterschool Network, for the Out-of-School Time Career Pathway Program and is excited to expand our 21st CCLC program offerings. Promise South Salt Lake is an initiative of the City of South Salt Lake to provide dynamic, highly specialized community and out-of-school-time programming with academic and prevention focus at 14 neighborhood centers throughout the city. Our programs are free, open to all, and emphasize equity, diversity and putting children first. We provide safe, well rounded, data-driven programs guided by our three promises, 1) Every child has the opportunity to attend and graduate from college, 2) Every resident has a safe, clean home and neighborhood and 3) Everyone has the opportunity to prosper.

Promise South Salt Lake will support the goals and outcomes of the project by expanding current relationships with school district CTE staff and other CTE partners and working towards aligning CTE programming in the afterschool space. The grant program will also support initiatives around of Best Buy Teen Tech Center, which offers teens in South Salt Lake a safe and engaging place expand their skills and gain a competitive edge as they venture out into the workforce. The City of South Salt Lake Promise South Salt Lake programs see that CTE programs will play a huge role in the post-secondary success of youth enrolled in our out of school time programs. Promise SSL has worked to expose youth to the CTE programs, but through this program and creating intentional relationships with industry partners for afterschool will expand our ability to prepare our youth for success.

We look forward to further developing and expanding our partnership with USBE and industry partners to create a bridge to support more students accessing CTE focused afterschool programming.

Sincerely,

Mayor Cherie Wood



CHERIE WOOD
MAYOR

220 E MORRIS AVE
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SOUTH SALT LAKE CITY
UTAH
84115
O 801.483.6000
F 801.483.6001



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g

g



make it happen!

(385) 646-4340
Fax: (385) 646-4343

September 8, 2020

21st Century Community Learning Centers Program
Title IV, Part B Nita M. Lowey
Out-Of-School Time Career Pathway Program
Office of Elementary and Secondary Education of the U.S. Department of Education

Review Committee Members:

Granite School District (GSD) is excited to work with the Utah State Board of Education Career & Technical Education Department in partnership with the Utah Afterschool Network for the ***Out-of-School Time Career Pathway Program***. This program supports a critical need in GSD as poverty and minority populations are increasing. Students in the district need opportunities to explore career pathways through hands-on experiences. Afterschool programs support this exploration while linking students to teachers in secondary schools in the district.

The GSD Career & Technical Education Department is committed to the goals and outcomes for the Out-of-School Time Career Pathway Program and will provide support in implementing the activities under the grant. Afterschool partners will be linked with schools in the district to identify the best way to support the opportunities they provide as they align with this project.

Students will have opportunities to explore career pathway options and to align the afterschool activities with pathways offered through the secondary schools in the district. This alignment will lead to opportunities to gain certifications, participate in internships, and network with industry partners.

We look forward to working with the Utah State Board of Education, the Utah Afterschool Network programs, and CTE partners from across the state participating in the ***Out-of-School Time Career Pathway Program***. Work with these groups will create a strong foundation for student career exploration and participation in CTE focused afterschool programming.

Sincerely,


James A. Taylor
CTE Director
Granite School District

2500 So. State Street Salt Lake City, Utah 84115-4697

PR/Award# S287D200011

Page e34

September 8, 2020

21st Century Community Learning Centers Program
Title IV, Part B Nita M. Lowey
Out-Of-School Time Career Pathway Program
Office of Elementary and Secondary Education of the U.S. Department of Education

Review Committee Members:

Granite School District (GSD) is excited to work with the Utah State Board of Education Career & Technical Education Department in partnership with the Utah Afterschool Network for the ***Out-of-School Time Career Pathway Program***. This program supports a critical need in GSD as poverty and minority populations are increasing. Students in the district need opportunities to explore career pathways through hands-on experiences. Afterschool programs support this exploration while linking students to teachers in secondary schools in the district.

The GSD Career & Technical Education Department is committed to the goals and outcomes for the Out-of-School Time Career Pathway Program and will provide support in implementing the activities under the grant. Afterschool partners will be linked with schools in the district to identify the best way to support the opportunities they provide as they align with this project.

Students will have opportunities to explore career pathway options and to align the afterschool activities with pathways offered through the secondary schools in the district. This alignment will lead to opportunities to gain certifications, participate in internships, and network with industry partners.

We look forward to working with the Utah State Board of Education, the Utah Afterschool Network programs, and CTE partners from across the state participating in the ***Out-of-School Time Career Pathway Program***. Work with these groups will create a strong foundation for student career exploration and participation in CTE focused afterschool programming.

Sincerely,



James A. Taylor
CTE Director
Granite School District

San Juan Foundation

P.O.Box 814 ~ 580 South 650 West~ Blanding, Utah 84511

Phone: (435) 678-4000~ Fax: (435) 678-3541

September 2020

Out-of-School Time Career Pathway Program Review Committee
Office of Elementary and Secondary Education of the U.S. Department of Education
Title IV, Part B Nita M. Lowey 21st Century Community Learning Centers Program

Review Committee Members:

San Juan Foundation supports the Utah State Board of Education's application, in partnership with the Utah Afterschool Network, for the Out-of-School Time Career Pathway Program. San Juan Foundation is focused creating Hozho, nanimut, community. We are excited to bring targeted CTE programming focused on technology and entrepreneurship to our afterschool programs in our rural community.

San Juan Foundation will support the goals and outcomes of the project by providing CTE focused programming at 21st CCLC program sites and working towards meeting all the requirements of the Career Pathways grant program, supplementing the existing 21st CCLC grant programming plan.

We look forward to further developing and expanding our partnership with USBE, UAN afterschool programs and CTE partners, including San Juan School District CTE staff, to work towards creating a bridge to support more students accessing CTE focused programming aligned with the school day in the afterschool space.

Sincerely,



Lisa Can, Executive Director

San Juan Foundation

San Juan Foundation

POBox 814 ~ 580 South 650 West~ Blanding, Utah 84511

Phone: (435) 678-4000~ Fax: (435) 678-3541

September 2020

Out-of-School Time Career Pathway Program Review Committee

Office of Elementary and Secondary Education of the U.S. Department of Education

Title IV, Part B Nita M. Lewey 21st Century Community Learning Centers Program

Review Committee Members:

San Juan Foundation supports the Utah State Board of Education's application, in partnership with the Utah Afterschool Network, for the Out-of-School Time Career Pathway Program. San Juan Foundation is focused creating Hozho, nanimut, community. We are excited to bring targeted CTE programming focused on technology and entrepreneurship to our afterschool programs in our rural community.

San Juan Foundation will support the goals and outcomes of the project by providing CTE focused programming at 21st CCLC program sites and working towards meeting all the requirements of the Career Pathways grant program, supplementing the existing 21st CCLC grant programming plan.

We look forward to further developing and expanding our partnership with USBE, UAN afterschool programs and CTE partners, including San Juan School District CTE staff, to work towards creating a bridge to support more students accessing CTE focused programming aligned with the school day in the afterschool space.

Sincerely,



Lisa Carr, Executive Director

San Juan Foundation

LORI MAUGHAN
School Board President

MERRI SHUMWAY
School Board Vice President



Ronald T. Nielson
Superintendent of Schools

KYLE S. HOSLER
Business Administrator

200 North Main Street · Blanding, UT 84511 · phone: (435) 678-1211 · fax: (435) 678-1272 · www.sjsd.org

September 16, 2020

To:

Out-of-School Time Career Pathway Program Review Committee

Office of Elementary and Secondary Education of the U.S. Department of Education

Re: Title IV, Part B Nita M. Lowey 21st Century Community Learning Centers Program

Review Committee Members:

The San Juan School District supports the Utah State Board of Education's application, in partnership with the Utah Afterschool Network, for the Out-of-School Time Career Pathway Program.

The San Juan School District will support the goals and outcomes of the project by expanding current relationships with afterschool administrators and working towards aligning CTE programming in the afterschool space.

We look forward to further developing and expanding our partnership with USBE and industry partners to work towards creating a bridge to support more students accessing CTE focused afterschool programming.

If you have any questions, please do not hesitate to contact me.

Sincerely,

Kit Mantz
Careers & Technical Education (CTE) Director
Work: (435) 678-1318

Out-of-School Time Career Pathway Program Review Committee
Office of Elementary and Secondary Education
of the U.S. Department of Education
Title IV, Part B Nita M. Lowey 21st Century Community
Learning Centers Program



September 15, 2020

Review Committee Members:

Venturelab supports the Utah State Board of Education's application, in partnership with the Utah Afterschool Network, for the Out-of-School Time Career Pathway Program. Venturelab's mission is to empower the next generation of innovators and changemakers by teaching them to have the mindset and skillset of an entrepreneur and is currently reaching over 300,000 students around the world with their youth entrepreneurship curriculum and resources.

VentureLab will support the goals and outcomes of the project by providing 21st CCLC grantees access to evidence-based curriculum and measurement tools for all grades. Venturelab works closely with UAN around their Utahpreneur Grant and there is possibility for some cross collaboration.

Venturelab will also provide professional development training and curriculum that allows teachers and front-line educators to confidently understand, and effectively transfer to their students, an entrepreneurial mindset and skillset. Educators will learn to supplement their own professional capabilities in the classroom with new techniques in order to teach the entrepreneurial mindset in an effective manner.

We look forward to further developing and expanding our partnership with USBE, UAN afterschool programs and CTE partners to work towards creating a bridge to support more students accessing youth entrepreneurship education and CTE focused programming aligned with the school day in the afterschool space.

Sincerely,

A handwritten signature in black ink, appearing to read "Juli Shanna".

Three lines of black rectangular redaction boxes covering contact information.



GARY R. HERBERT
Governor

SPENCER J. COX
Lieutenant Governor

JILL REMINGTON LOVE
Executive Director

KERRI C. NAKAMURA
Deputy Director

TAMARA L. GOETZ
Director, Utah STEM
Action Center

September 14, 2020

RE: DoE 21st Century Community Learning Centers Program Title IV, Part B Nita M. Lowey
Out-Of-School Time Career Pathway Program

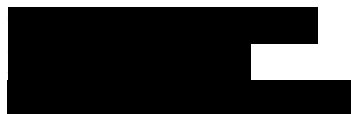
Review Committee Members:

The Utah STEM Action Center (STEM AC) is pleased to work with the Utah State Board of Education Career & Technical Education (CTE) Department in partnership with the Utah Afterschool Network for the **Out-of-School Time Career Pathway Program**. This program supports a critical student need for opportunities to explore career pathways through hands-on experiences, while connecting students to teachers in secondary schools in the district.

The STEM AC supports the goals and outcomes of the Out-of-School Time Career Pathway Program and will provide feedback for grant implementation. Alignment with the STEM AC's programs, which target both rural and urban districts, will provide additional career exploration resources to the students of Utah.

We look forward to continued partnership with the Utah State Board of Education, the Utah Afterschool Network programs, and CTE partners from across the state. This collaboration will create a strong foundation for student career exploration and participation in CTE-focused afterschool programming.

Sincerely,





Amazon Web Services, Inc. • 410 Terry Avenue N. • Seattle, WA 98109

September 15, 2020

Attention:

Kristina Yamada
Career and Technical Education Specialist
Utah State Board of Education
250 E 500 S, Salt Lake City, UT 84111

Subject: Letter of Support for the Utah State Board of Education's application for the Out-of-School Time Career Pathway Program grant

Dear Ms. Yamada,

Amazon Web Services, Inc. (AWS) is very pleased to support the Utah State Board of Education's (USBE) partnership with the Utah Afterschool Network (UAN) for USBE's application for the Out-of-School Time Career Pathway Program grant. Through the Out-of-School Time Career Pathway Program, USBE aims to expand USBE's Cloud Computing Program and target Utah's most underserved population that would normally not have access to the Cloud Computing Program courses during the normal school day.

The Out-of-School Time Career Program grant requires that grant awardees only fund those programs that are approved through the 21st Century Community Learning Centers Program (21st CCLC Program). USBE will include its in-school Cloud Computing Program in its grant application and hopes that it will be approved by the 21st CCLC Program to receive funding. In order to support USBE's application, AWS may make available AWS Educate program resources and benefits to USBE to develop its in-school Cloud Computing Program curriculum and professional development initiatives in alignment with AWS Educate. As part of USBE's Cloud Computing Program, AWS may provide access to the AWS Educate program to secondary schools in Utah to provide cloud computing learning content, resources such as webinars and online tools, and cloud career pathways.

We look forward to further developing and expanding our collaboration with USBE, UAN afterschool programs, and Career and Technical Education (CTE) institutions to create a bridge for students to access CTE-focused learning content that is aligned with the students' school day and afterschool learning environments.

Sincerely,

DocuSigned by:

By: _____
E30DDA9EC684400...

Name: Josh Weatherly

Title: Director, Edu/ SLG Vertical Sales, US Public Sector

Date: September 14, 2020

Budget Narrative File(s)

***MandatoryBudgetNarrativeFilename:** 1259-Part 5 - Budget Narrative Form - Utah.docx

Add Mandatory Budget Narrative]

Delete Mandatory Budget Narrative]

View Mandatory Budget Narrative]

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative 11

Delete Optional Budget Narrative 11

View Optional Budget Narrative

PART 5: BUDGET NARRATIVE - UTAH

All cost estimates are based on the estimated number of participating 21st CCLC organizations and program sites listed below. Funds will be used to supplement existing 21st CCLC grant funding, not supplant. All programs operate a minimum of 10 hours a week, 32 weeks during the school year:

- Boys and Girls Club of Northern Utah
 - Mountain View Elementary - Box Elder School District - 90 to 110 students
 - Dale Young (soon to be Sunrise) High - Box Elder School District - 25 to 40 students
- City of South Salt Lake
 - Cottonwood High - 10 to 15 students
 - Granite Park Junior - 40 students
 - Woodruff Wilson Elementary - 50 students
- Davis School District
 - Sunset Elementary - 60 students
 - South Clearfield Elementary - 65 students
 - Vae View Elementary - 50 students
 - Wasatch Elementary - 45 students
 - North Davis Junior School - 50 to 60 students
 - Crestview Elementary - 50 students
 - Holt Elementary - 50 students
 - Lincoln Elementary - 70 students
- Salt Lake County Youth Services
 - Cyprus High School - 10 students
 - Matheson Jr. High - 25 students
- San Juan School District
 - San Juan High - 10 students
 - Albert R. Lyman Middle School - 10 students
- University of Utah - 25 high school students
- Provo School District
 - Independence High - 25 students
 - Provo High - 25 students
 - Dixon Middle - 50 students

Year 1

1. Personnel

- Total: \$208,600
 - Four out of school time Program Staff to attend orientation meetings, quarterly professional development and training and any evaluation meetings. Out of school time Program Staff titles will vary among each organization. Duties include but are not limited to developing and implementing school year academic enrichment programming during out of school time hours. This position will directly interact with youth and/or supervise other staff who interact with youth. The staff will help

implement the grant requirements along with regular 21st CCLC grant position responsibilities and duties. Staff in this position will also build and expand relationships with school and district CTE staff to align programming and support more students becoming interested in CTE and Career Pathways. Professional development and training is at the core of the Utah Afterschool Quality Model and having well-training staff leads to better student outcomes. Additionally, the Utah Quality Standards recommend all staff receive a minimum of 20 hours or more of training per year.

- \$20 an hour for each out of school time program staff, for 20 hours, for up to four professional development and training events and other meetings associated with the grant for each program site.
 - $\$20 \text{ an hour} \times 20 \text{ hours of PD/training} = \$400 \text{ per staff} \times 4 \text{ staff} = \$1,600 \text{ per program site} \times 21 \text{ program sites} = \$33,600$
- Two CTE Teachers from each organization to attend professional development and training and other events related to out of school time and curriculum associated with the project, as needed. Duties include, consulting and collaborating with out of school time programs to support school day alignment around CTE and Career Pathways Programs. CTE Teachers will primarily work with the middle, junior high and high school programs, but will support out of school time program staff with designing and implementing any career exploration and awareness activities for younger students.
 - \$25 an hour for each teacher, up to 20 hours, for various professional development and trainings and other meetings associated with the project.
 - $\$25 \text{ an hour} \times 20 \text{ hours of PD/training} = \$500 \times \text{two CTE teachers} = \$1,000 \text{ per organization} \times 7 \text{ organizations} = \$7,000$
- Four CTE Teachers from each organization to support the implementation of the CTE programming and consult with the out of school time staff around school day alignment. CTE Teachers will primarily work with the middle, junior high and high school programs, but will support out of school time program staff with designing and implementing any career exploration and awareness activities for younger students. Will also help out of school time staff with identifying students participating in Career Pathways and certification programs. All teacher pay will be outside of contract work and USBE staff will work with each organization to ensure all the appropriate processes are followed for outside of contract work.

- \$25 an hour for up to 5 hours a week for each CTE teacher, for 32 weeks
 - $\$25 \text{ an hour} \times 5 \text{ hours a week} = \$125 \text{ a week} \times 32 \text{ weeks}$ for the school year = \$4,000 per teacher for 32 weeks during the school year, up to 5 hours per week x 6 teachers = \$24,000 for 4 teachers x 7 organizations = \$168,000

2. Fringe Benefits

- Total: \$22,890.00
 - Out of school time Program Staff PD/Training
 - $\$400 \text{ per staff} \times 15\% = \$60 \text{ per staff} \times 4 \text{ staff} = \$240 \text{ per program site}$ for 4 staff x 21 program sites = \$5,040 in fringe benefits costs
 - CTE Teacher PD/Training
 - $\$500 \text{ per teacher} \times 15\% = \$75 \times \text{two CTE teachers} = \$150 \text{ per organization}$ x 7 organizations = \$1,050 in fringe benefits costs
 - CTE Teacher Program Work
 - $\$4,000 \text{ per teacher} \times 15\% = \$600 \times 4 \text{ teachers} = \$2,400$ for four teachers x 7 organizations = \$16,800 in fringe benefits costs

3. Travel

- Total: \$0
- USBE does not anticipate any travel costs for the school year 2020-2021 or 2021-2022 due to the coronavirus pandemic, all professional development and training will be completed in a virtual format. USBE does anticipate some costs for travel costs for Years 3 to 5 of the grant.

4. Equipment

- No costs

5. Supplies

- Total: \$4,200
- For each program site, up to \$200 for consumable supplies, including paper, pencils, and other instructional materials to support the expansion of CTE programming offered in existing out of school time programs
 - $\$200 \times 21 \text{ program sites} = \$4,200$

6. Contractual

- **Total:** \$273,955.77
 - Utah Afterschool Network = \$8,700 total

- Utah Afterschool Network (UAN) is USBE's technical assistance and professional development and training provider for 21st CCLC grant programs. UAN is a key partner on this grant and plays a key role in Utah's out of school time Quality system. USBE will amend their current contract with UAN to include costs for expanded professional development and training events (quarterly) focused on CTE and Career Pathways, including coordination efforts to secure more CTE and Career Pathways presenters at annual statewide conferences and additional professional development awards for afterschool professionals and CTE district and school staff.
 - Annual Statewide Conferences (3 events) Professional Development Awards
 - \$50 per professional development award for up to 2 staff (targeted school and district CTE staff) per program site (21 program sites) for three statewide conferences per year = $\$50 \times 2 \text{ staff per program site} \times 3 \text{ events per year} = \$900 \text{ per program site} \times 21 \text{ program sites} = \$6,300$ for professional development awards
 - \$200 for hotel (one night prior to conference) and other travel accommodations (mileage) for 2 staff from Boys and Girls Club of Northern Utah and San Juan Foundation (over 100 miles roundtrip) = $\$200 \times 2 \text{ staff} \times 2 \text{ organizations} \times 3 \text{ events} = \$2,400$ travel accommodations
 - Anticipated amount of time: 40 hours to coordinate efforts to increase the number of CTE and Career Pathways presentations and manage increased professional development awards by UAN Professional Learning Team.
- VentureLab = \$8,500 total
 - VentureLab will provide evidence-based curriculum and training for out of school time staff and any interested CTE school or district staff
 - Training Costs Per Year: Full day of training: \$5,000 and annual 90-minute virtual refresher trainings = \$1,000 = \$6,000 per year
 - Curriculum Cost Per Year:
 - 1-2 & 3-5, 6-8 Grade Entrepreneurship Curriculum: No cost
 - Career Exploration and Entrepreneurship Curriculum (8-12 grade): \$250 one-time purchase per site x 10 program sites = \$2,500 for Year 1 only
 - Anticipated amount of time: 40 hours to coordinate evaluation and professional development and training efforts.

- Amazon Web Services (AWS) = \$7,500
 - AWS is a cloud computing platform used by thousands of businesses. AWS owns about 33% of the cloud-computing market share worldwide. By obtaining the AWS Cloud Practitioner Certification, our students will have a leading edge in the technology industry.
 - AWS will provide cloud computing curriculum and industry exam at 50% of the typical cost, \$50 for each exam.
 - AWS is the sole provider in Utah for all our Cloud Computing courses in our high schools.
 - 150 high school students x \$50 per exam = \$7,500
- Certiport = \$66,000
 - Certiport will be providing two services:
 - Minecraft Curriculum
 - Minecraft curriculum will work in conjunction with the online Minecraft game. Through project-based lessons, students build critical 21st century skills like collaboration, creative problem solving and digital citizenship. By starting students early, in the K-8 grades learning these skills they will be better prepared for the more rigorous industry certifications in the 9th - 12th grades.
 - The Minecraft curriculum will be provided by Certiport through the Quote included.
 - Certiport is the sole source for the Minecraft curriculum in the United States.
 - The cost for the Minecraft curriculum is \$40.00 per student. We anticipate 725 students. For a total cost of \$29,000.
 - Industry Certifications:
 - Certiport provides a variety of Industry certifications that align to high wage, high demand jobs. By offering these certifications to students they are able to gain a hiring advantage in the industry.
 - Certification exams and practice software through GMetrix will be provided by Certiport. Exams will include Microsoft Office Specialists, Microsoft Technology Associate, Adobe Certified Associate, and Entrepreneur and Small Business.
 - Certiport is the sole source for all Microsoft related industry certifications. Certiport also provides the certification exams for the CTE pathway programs

throughout Utah. This allows us to utilize the already existing partnership.

- The total costs for industry certifications is \$29,000 for 400 industry certification vouchers. The costs for the GMetrix practice software is \$8,000 for 400 GMetrix single-user codes.
- Lego Education = \$183,255.77
 - Lego Education will provide instructional materials, professional development and adoption services for elementary, middle and junior high programs. Lego Education is aligned to Utah Computer Science Standards and Career Pathways Programs. Costs will reduce in Years 2 through 5.

Year of Grant	Instructional Materials	Instructional Material Training	Professional Development & Services Train the Trainer Program	Adoption Services Year 1 ONLY Cost	Total Cost Per Year
Year 1	\$140,917.77	\$19,740	\$7,598	\$15,000	\$183,255.77
Year 2	\$57,896.12	\$19,740	\$7,598	\$0	\$85,234.12
Year 3	\$25,915.28	\$19,740	\$7,598	\$0	\$53,253.28
Year 4	\$25,915.28	\$19,740	\$7,598	\$0	\$53,253.28
Year 5	\$25,915.28	\$19,740	\$7,598	\$0	\$53,253.28

7. Construction

- No costs

8. Other

- Total: \$4,200
 - For each program site, up to \$200 for printing and postage to support family engagement efforts, signage promoting the program, letters home to families to

communicate the benefits of the program and/or highlight successes of participating students

- \$100 for printing and \$100 for postage (180 stamps at \$0.55 each)
- \$200 per program site x 21 program sites = \$4,200

9. Total Direct Costs

- Total Direct Costs: \$513,845.77

10. Indirect Costs

- USBE will not be claiming an indirect cost for this grant program.

11. Training Stipends

- No costs

12. Total Costs

- TOTAL Costs: \$513,845.77

Year 2

1. Personnel

- Total: \$208,600
 - Four out of school time Program Staff to attend orientation meetings, quarterly professional development and training and any evaluation meetings. Out of school time Program Staff titles will vary among each organization. Duties include, but are not limited to developing and implementing school year academic enrichment programming during out of school time hours. This position will directly interact with youth and/or supervise other staff who interact with youth. The staff will help implement the grant requirements along with regular 21st CCLC grant position responsibilities and duties. Staff in this position will also build and expand relationships with school and district CTE staff to align programming and support more students becoming interested in CTE and Career Pathways. Professional development and training is at the core of the Utah Afterschool Quality Model and having well-trained staff leads to better student outcomes. Additionally, the Utah Quality Standards recommend all staff receive a minimum of 20 hours or more of training per year.
 - \$20 an hour for each out of school time program staff, for 20 hours, for up to four professional development and training events and other meetings associated with the grant for each program site.
 - $\$20 \text{ an hour} \times 20 \text{ hours of PD/training} = \$400 \text{ per staff} \times 4 \text{ staff} = \$1,600 \text{ per program site} \times 21 \text{ program sites} = \$33,600$
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 - \$25 an hour for each teacher, up to 20 hours, for various professional development and trainings and other meetings associated with the project.
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- Four CTE Teachers from each organization to support the implementation of the CTE programming and consult with the out of school time staff around school day alignment. CTE Teachers will primarily work with the middle, junior high and high school programs, but will support out of school time program staff with designing and implementing any career exploration and awareness activities for younger students. Will also help out of school time staff with identifying students participating in Career Pathways and certification programs. All teacher pay will be outside of contract work and USBE staff will work with each organization to ensure all the appropriate processes are followed for outside of contract work.
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 - $\$25 \text{ an hour} \times 5 \text{ hours a week} = \$125 \text{ a week} \times 32 \text{ weeks for the school year} = \$4,000 \text{ per teacher for 32 weeks during the school year, up to 5 hours per week} \times 6 \text{ teachers} = \$24,000 \text{ for 4 teachers} \times 7 \text{ organizations} = \$168,000$

2. Fringe Benefits

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3. Travel

- Total: \$0
- USBE does not anticipate any travel costs for the school year 2020-2021 or 2021-2022 due to the coronavirus pandemic, all professional development and training will be completed in a virtual format. USBE does anticipate some costs for travel costs for Years 3 to 5 of the grant.

4. Equipment

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5. Supplies

- Total: \$4,200
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 $= \$50 \times 2 \text{ staff per program site} \times 3 \text{ events per year} = \900
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- Curriculum Cost Per Year:
 - 1-2 & 3-5, 6-8 Grade Entrepreneurship Curriculum: No cost
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Microsoft Office Specialists, Microsoft Technology Associate, Adobe Certified Associate, and Entrepreneur and Small Business.

- Certiport is the sole source for all Microsoft related industry certifications. Certiport also provides the certification exams for the CTE pathway programs throughout Utah. This allows us to utilize the already existing partnership.
- The total costs for industry certifications is \$29,000 for 400 industry certification vouchers. The costs for the GMetrix practice software is \$8,000 for 400 GMetrix single-user codes.
- Lego Education = \$85,234.12
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Year of Grant	Instructional Materials	Instructional Material Training	Professional Development & Services Train the Trainer Program	Adoption Services Year 1 ONLY Cost	Total Cost Per Year
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Year 4	\$25,915.28	\$19,740	\$7,598	\$0	\$53,253.28
Year 5	\$25,915.28	\$19,740	\$7,598	\$0	\$53,253.28

7. Construction

- No costs

8. Other

- Total: \$4,200
 - For each program site, up to \$200 for printing and postage to support family engagement efforts, signage promoting the program, letters home to families to communicate the benefits of the program and/or highlight successes of participating students
 - \$100 for printing and \$100 for postage (180 stamps at \$0.55 each)
 - \$200 per program site x 21 program sites = \$4,200

9. Total Direct Costs

- Total Direct Costs: \$413,324.12

10. Indirect Costs

- USBE will not be claiming an indirect costs for this grant program.

11. Training Stipends

- No costs

12. Total Costs

- TOTAL Costs: \$413,324.12

Year 3

1. Personnel

- Total: \$208,600
 - Four out of school time Program Staff to attend orientation meetings, quarterly professional development and training and any evaluation meetings. Out of school time Program Staff titles will vary among each organization. Duties include, but are not limited to developing and implementing school year academic enrichment programming during out of school time hours. This position will directly interact with youth and/or supervise other staff who interact with youth. The staff will help implement the grant requirements along with regular 21st CCLC grant position responsibilities and duties. Staff in this position will also build and expand relationships with school and district CTE staff to align programming and support more students becoming interested in CTE and Career Pathways. Professional development and training is at the core of the Utah Afterschool Quality Model and having well-training staff leads to better student outcomes. Additionally, the Utah Quality Standards recommend all staff receive a minimum of 20 hours or more of training per year.
 - \$20 an hour for each out of school time program staff, for 20 hours, for up to four professional development and training events and other meetings associated with the grant for each program site.
 - $\$20 \text{ an hour} \times 20 \text{ hours of PD/training} = \$400 \text{ per staff} \times 4 \text{ staff} = \$1,600 \text{ per program site} \times 21 \text{ program sites} = \$33,600$
 - Two CTE Teachers from each organization to attend professional development and training and other events related to out of school time and curriculum associated with the project, as needed. Duties include, consulting and collaborating with out of school time programs to support school day alignment around CTE and Career Pathways Programs. CTE Teachers will primarily work with the middle, junior high and high school programs, but will support out of school time program staff with designing and implementing any career exploration and awareness activities for younger students.
 - \$25 an hour for each teacher, up to 20 hours, for various professional development and trainings and other meetings associated with the project.
 - $\$25 \text{ an hour} \times 20 \text{ hours of PD/training} = \$500 \times \text{two CTE teachers} = \$1,000 \text{ per organization} \times 7 \text{ organizations} = \$7,000$

- Four CTE Teachers from each organization to support the implementation of the CTE programming and consult with the out of school time staff around school day alignment. CTE Teachers will primarily work with the middle, junior high and high school programs, but will support out of school time program staff with designing and implementing any career exploration and awareness activities for younger students. Will also help out of school time staff with identifying students participating in Career Pathways and certification programs. All teacher pay will be outside of contract work and USBE staff will work with each organization to ensure all the appropriate processes are followed for outside of contract work.
 - \$25 an hour for up to 5 hours a week for each CTE teacher, for 32 weeks
 - $\$25 \text{ an hour} \times 5 \text{ hours a week} = \$125 \text{ a week} \times 32 \text{ weeks for the school year} = \$4,000 \text{ per teacher for 32 weeks during the school year, up to 5 hours per week} \times 6 \text{ teachers} = \$24,000 \text{ for 4 teachers} \times 7 \text{ organizations} = \$168,000$

2. Fringe Benefits

- Total: \$22,890.00
 - Out of school time Program Staff PD/Training
 - $\$400 \text{ per staff} \times 15\% = \$60 \text{ per staff} \times 4 \text{ staff} = \$240 \text{ per program site for 4 staff} \times 21 \text{ program sites} = \$5,040 \text{ in fringe benefits costs}$
 - CTE Teacher PD/Training
 - $\$500 \text{ per teacher} \times 15\% = \$75 \times \text{two CTE teachers} = \$150 \text{ per organization} \times 7 \text{ organizations} = \$1,050 \text{ in fringe benefits costs}$
 - CTE Teacher Program Work
 - $\$4,000 \text{ per teacher} \times 15\% = \$600 \times 4 \text{ teachers} = \$2,400 \text{ for four teachers} \times 7 \text{ organizations} = \$16,800 \text{ in fringe benefits costs}$

3. Travel

- Total: \$14,134.12
 - Travel for Years 3 to 5: USBE anticipates providing a mix of virtual and in-person professional development and trainings in Years 3 to 5. Costs for up to 2 in-person professional development and training events per year, mileage (\$.38 per mile) and hotel costs (Salt Lake County Hotel Rate \$100) for grantees traveling 200 miles or more per day, based on USBE travel policy. USBE encourages carpooling, but does not require carpooling.
 - Up to 6 staff per program site for mileage costs (\$.38 per mile) for 2 professional development and training events per year

- Up to 6 staff per Boys and Girls Club of Northern Utah and San Juan Foundation for one overnight stay prior to day of event (\$100 per night for hotel stay in Salt Lake County) for 2 professional development and training events per year

Name of Organization	Program Sites	Mileage costs (roundtrip) for program site location to USBE office for 2022-2023 School Year Up to 6 staff per program site
Boys and Girls Club of Northern Utah	Mountain View Elementary	$$.38 \times 118.4 \text{ miles} = \44.99 $1 \text{ staff} \times \$44.99 \times 2 \text{ events for Years 3 to 5} = \89.98 mileage costs per staff x 6 staff = \$538.80
Boys and Girls Club of Northern Utah	Dale Young High	$$.38 \times 118.2 \text{ miles} = \44.92 $1 \text{ staff} \times \$44.92 \times 2 \text{ events for Years 3 to 5} = \89.84 mileage costs per staff x 6 staff = \$539.04
City of South Salt Lake	Cottonwood High	$$.38 \times 28 \text{ miles} = \10.64 $1 \text{ staff} \times \$10.64 \times 2 \text{ events for Years 3 to 5} = \21.28 mileage costs per staff x 6 staff = \$127.68
City of South Salt Lake	Granite Park Junior	$$.38 \times 11.6 \text{ miles} = \4.41 $1 \text{ staff} \times \$4.41 \times 2 \text{ events for Years 3 to 5} = \8.82 mileage costs per staff x 6 staff = \$52.92
City of South Salt Lake	Woodruff Wilson Elementary	$$.38 \times 11.2 \text{ miles} = \4.26

		$1 \text{ staff} \times \$4.26 \times 2 \text{ events for Years 3 to 5}$ $= \$8.52 \text{ mileage costs per staff} \times 6 \text{ staff} =$ $\$51.12$
Davis School District	Sunset Elementary	$$.38 \times 63.2 \text{ miles} = \24.02 $1 \text{ staff} \times \$24.02 \times 2 \text{ events for Years 3 to 5}$ $= \$48.04 \text{ mileage costs per staff} \times 6 \text{ staff} =$ $\$288.24$
Davis School District	South Clearfield Elementary	$$.38 \times 56.8 \text{ miles} = \21.58 $1 \text{ staff} \times \$21.58 \times 2 \text{ events for Years 3 to 5}$ $= \$43.16 \text{ mileage costs per staff} \times 6 \text{ staff} =$ $\$258.96$
Davis School District	Vae View Elementary	$$.38 \times 56.4 \text{ miles} = \21.43 $1 \text{ staff} \times \$21.43 \times 2 \text{ events for Years 3 to 5}$ $= \$42.86 \text{ mileage costs per staff} \times 6 \text{ staff} =$ $\$257.16$
Davis School District	Wasatch Elementary	$$.38 \times 66.6 \text{ miles} = \25.31 $1 \text{ staff} \times \$25.31 \times 2 \text{ events for Years 3 to 5}$ $= \$50.62 \text{ mileage costs per staff} \times 6 \text{ staff} =$ $\$303.72$
Davis School District	North Davis Junior School	$$.38 \times 58 \text{ miles} = \24.70 $1 \text{ staff} \times \$24.70 \times 2 \text{ events for Years 3 to 5}$ $= \$49.40 \text{ mileage costs per staff} \times 6 \text{ staff} =$ $\$296.40$
Davis School District	Crestview Elementary	$$.38 \times 55.6 \text{ miles} = \19.84

		<p>1 staff x \$19.84 x 2 events for Years 3 to 5 = \$39.68 mileage costs per staff x 6 staff = \$238.08</p>
Davis School District	Holt Elementary	<p>\$.38 X 62.4 miles = \$26.37</p> <p>1 staff x \$26.37 x 2 events for Years 3 to 5 = \$52.74 mileage costs per staff x 6 staff = \$316.44</p>
Davis School District	Lincoln Elementary	<p>\$.38 X 58.2 miles = \$22.12</p> <p>1 staff x \$22.12 x 2 events for Years 3 to 5 = \$43.16 mileage costs per staff x 6 staff = \$258.96</p>
Salt Lake County Youth Services	Cyprus High School	<p>\$.38 X 32 miles = \$12.16</p> <p>1 staff x \$12.16 x 2 events for Years 3 to 5 = \$24.32 mileage costs per staff x 6 staff = \$145.92</p>
Salt Lake County Youth Services	Matheson Jr. High	<p>\$.38 X 31.4 miles = \$11.40</p> <p>1 staff x \$11.40 x 2 events for Years 3 to 5 = \$22.80 mileage costs per staff x 6 staff = \$136.80</p>
San Juan School District	San Juan High	<p>\$.38 X 712 miles = \$270.56</p> <p>1 staff x \$270.56 x 2 events for Years 3 to 5 = \$541.12 mileage costs per staff x 6 staff = \$3,246.72</p> <p>Hotel Accommodations for PD/training Events: \$100 per night prior to training</p>

		(State Rate for Hotel in Salt Lake County) x 2 PD/training events (\$200) x 6 staff = \$1,200
San Juan School District	Albert R. Lyman Middle School	$$.38 \times 712 \text{ miles} = \270.56 1 staff x \$270.56 x 2 events for Years 3 to 5 = \$541.12 mileage costs per staff x 6 staff = \$3,246.72 Hotel Accommodations for PD/training Events: \$100 per night prior to training (State Rate for Hotel in Salt Lake County) x 2 PD/training events (\$200) x 6 staff = \$1,200
University of Utah	University of Utah	$$.38 \times 6.2 \text{ miles} = \2.36 1 staff x \$2.36 x 2 events for Years 3 to 5 = \$4.72 mileage costs per staff x 6 staff = \$28.32
Provo School District	Independence High	$$.38 \times 104.4 \text{ miles} = \39.67 1 staff x \$39.67 x 2 events for Years 3 to 5 = \$79.34 mileage costs per staff x 6 staff = \$476.04
Provo School District	Provo High	$$.38 \times 100.4 \text{ miles} = \38.15 1 staff x \$38.15 x 2 events for Years 3 to 5 = \$76.30 mileage costs per staff x 6 staff = \$457.80

Provo School District	Dixon Middle	$\$.38 \times 103.8 \text{ miles} = \39.44 $1 \text{ staff} \times \$39.44 \times 2 \text{ events for Years 3 to 5}$ $= \$78.88 \text{ mileage costs per staff} \times 6 \text{ staff} =$ $\$473.28$
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4. Equipment

- No costs

5. Supplies

- Total: \$4,200
- For each program site, up to \$200 for consumable supplies, including paper, pencils, and other instructional materials to support the expansion of CTE programming offered in existing out of school time programs
 - $\$200 \times 21 \text{ program sites} = \$4,200$

6. Contractual

- Total: \$141,453.28
 - Utah Afterschool Network = \$8,700 total
 - Utah Afterschool Network (UAN) is USBE's technical assistance and professional development and training provider for 21st CCLC grant programs. UAN is a key partner on this grant and plays a key role in Utah's out of school time Quality system. USBE will amend their current contract with UAN to include costs for expanded professional development and training events (quarterly) focused on CTE and Career Pathways, including coordination efforts to secure more CTE and Career Pathways presenters at annual statewide conferences and additional professional development awards for afterschool professionals and CTE district and school staff.
 - Annual Statewide Conferences (3 events) Professional Development Awards
 - \$50 per professional development award for up to 2 staff (targeted school and district CTE staff) per program site (21 program sites) for three statewide conferences per year
 $= \$50 \times 2 \text{ staff per program site} \times 3 \text{ events per year} = \900
 $\text{per program site} \times 21 \text{ program sites} = \$6,300$ for professional development awards

- \$200 for hotel (one night prior to conference) and other travel accommodations (mileage) for 2 staff from Boys and Girls Club of Northern Utah and San Juan Foundation (over 100 miles roundtrip) = $\$200 \times 2 \text{ staff} \times 2 \text{ organizations} \times 3 \text{ events} = \$2,400$ travel accommodations
 - Anticipated amount of time: 40 hours to coordinate efforts to increase the number of CTE and Career Pathways presentations and manage increased professional development awards by UAN Professional Learning Team.
- VentureLab = \$6,000 total
 - VentureLab will provide evidence-based curriculum and training for out of school time staff and any interested CTE school or district staff
 - Training Costs Per Year: Full day of training: \$5,000 and annual 90-minute virtual refresher trainings = \$1,000 = \$6,000 per year
 - Curriculum Cost Per Year:
 - 1-2 & 3-5, 6-8 Grade Entrepreneurship Curriculum: No cost
 - Career Exploration and Entrepreneurship Curriculum (8-12 grade): \$250 one-time purchase per site x 10 program sites = \$2,500 for Year 1 only
 - Anticipated amount of time: 40 hours to coordinate evaluation and professional development and training efforts.
- Amazon Web Services (AWS) = \$7,500
 - AWS is a cloud computing platform used by thousands of businesses. AWS owns about 33% of the cloud-computing market share worldwide. By obtaining the AWS Cloud Practitioner Certification, our students will have a leading edge in the technology industry.
 - AWS will provide cloud computing curriculum and industry exam at 50% of the typical cost, \$50 for each exam.
 - AWS is the sole provider in Utah for all our Cloud Computing courses in our high schools.
 - 150 high school students x \$50 per exam = \$7,500
- Certiport = \$66,000
 - Cetiport will be providing two services:
 - Minecraft Curriculum
 - Minecraft curriculum will work in conjunction with the online Minecraft game. Through project-based lessons, students build critical 21st century skills like collaboration, creative problem solving and digital citizenship. By starting students early, in the K-8 grades learning these

skills they will be better prepared for the more rigorous industry certifications in the 9th - 12th grades.

- The Minecraft curriculum will be provided by Certiport through the Quote included.
- Certiport is the sole source for the Minecraft curriculum in the United States.
- The cost for the Minecraft curriculum is \$40.00 per student. We anticipate 725 students. For a total cost of \$29,000.

- **Industry Certifications:**

- Certiport provides a variety of Industry certifications that align to high wage, high demand jobs. By offering these certifications to students they are able to gain a hiring advantage in the industry.
- Certification exams and practice software through GMetrix will be provided by Certiport. Exams will include Microsoft Office Specialists, Microsoft Technology Associate, Adobe Certified Associate, and Entrepreneur and Small Business.
- Certiport is the sole source for all Microsoft related industry certifications. Certiport also provides the certification exams for the CTE pathway programs throughout Utah. This allows us to utilize the already existing partnership.
- The total costs for industry certifications is \$29,000 for 400 industry certification vouchers. The costs for the GMetrix practice software is \$8,000 for 400 GMetrix single-user codes.

- Lego Education = \$53,253.28

- Lego Education will provide instructional materials, professional development and adoption services for elementary, middle and junior high programs. Lego Education is aligned to Utah Computer Science Standards and Career Pathways Programs. Costs will reduce in Years 2 through 5.

Year of Grant	Instructional Materials	Instructional Material Training	Professional Development & Services Train the Trainer Program	Adoption Services Year 1 ONLY Cost	Total Cost Per Year

Year 1	\$140,917.77	\$19,740	\$7,598	\$15,000	\$183,255.77
Year 2	\$57,896.12	\$19,740	\$7,598	\$0	\$85,234.12
Year 3	\$25,915.28	\$19,740	\$7,598	\$0	\$53,253.28
Year 4	\$25,915.28	\$19,740	\$7,598	\$0	\$53,253.28
Year 5	\$25,915.28	\$19,740	\$7,598	\$0	\$53,253.28

7. Construction

- No costs

8. Other

- Total: \$4,200
 - For each program site, up to \$200 for printing and postage to support family engagement efforts, signage promoting the program, letters home to families to communicate the benefits of the program and/or highlight successes of participating students
 - \$100 for printing and \$100 for postage (180 stamps at \$0.55 each)
 - \$200 per program site x 21 program sites = \$4,200

9. Total Direct Costs

- Total Direct Costs: \$395,477.40

10. Indirect Costs

- USBE will not be claiming an indirect costs for this grant program.

11. Training Stipends

- No costs

12. Total Costs

- TOTAL Costs: \$395,477.40

Year 4

1. Personnel

- Total: \$208,600
 - Four out of school time Program Staff to attend orientation meetings, quarterly professional development and training and any evaluation meetings. Out of school time Program Staff titles will vary among each organization. Duties include, but are not limited to developing and implementing school year academic enrichment programming during out of school time hours. This position will directly interact with youth and/or supervise other staff who interact with youth. The staff will help implement the grant requirements along with regular 21st CCLC grant position responsibilities and duties. Staff in this position will also build and expand relationships with school and district CTE staff to align programming and support more students becoming interested in CTE and Career Pathways. Professional development and training is at the core of the Utah Afterschool Quality Model and having well-trained staff leads to better student outcomes. Additionally, the Utah Quality Standards recommend all staff receive a minimum of 20 hours or more of training per year.
 - \$20 an hour for each out of school time program staff, for 20 hours, for up to four professional development and training events and other meetings associated with the grant for each program site.
 - $\$20 \text{ an hour} \times 20 \text{ hours of PD/training} = \$400 \text{ per staff} \times 4 \text{ staff} = \$1,600 \text{ per program site} \times 21 \text{ program sites} = \$33,600$
 - Two CTE Teachers from each organization to attend professional development and training and other events related to out of school time and curriculum associated with the project, as needed. Duties include, consulting and collaborating with out of school time programs to support school day alignment around CTE and Career Pathways Programs. CTE Teachers will primarily work with the middle, junior high and high school programs, but will support out of school time program staff with designing and implementing any career exploration and awareness activities for younger students.
 - \$25 an hour for each teacher, up to 20 hours, for various professional development and trainings and other meetings associated with the project.
 - $\$25 \text{ an hour} \times 20 \text{ hours of PD/training} = \$500 \times \text{two CTE teachers} = \$1,000 \text{ per organization} \times 7 \text{ organizations} = \$7,000$

- Four CTE Teachers from each organization to support the implementation of the CTE programming and consult with the out of school time staff around school day alignment. CTE Teachers will primarily work with the middle, junior high and high school programs, but will support out of school time program staff with designing and implementing any career exploration and awareness activities for younger students. Will also help out of school time staff with identifying students participating in Career Pathways and certification programs. All teacher pay will be outside of contract work and USBE staff will work with each organization to ensure all the appropriate processes are followed for outside of contract work.
 - \$25 an hour for up to 5 hours a week for each CTE teacher, for 32 weeks
 - $\$25 \text{ an hour} \times 5 \text{ hours a week} = \$125 \text{ a week} \times 32 \text{ weeks}$ for the school year = \$4,000 per teacher for 32 weeks during the school year, up to 5 hours per week x 6 teachers = \$24,000 for 4 teachers x 7 organizations = \$168,000

2. Fringe Benefits

- Total: \$22,890.00
 - Out of school time Program Staff PD/Training
 - $\$400 \text{ per staff} \times 15\% = \$60 \text{ per staff} \times 4 \text{ staff} = \$240 \text{ per program site}$ for 4 staff x 21 program sites = \$5,040 in fringe benefits costs
 - CTE Teacher PD/Training
 - $\$500 \text{ per teacher} \times 15\% = \$75 \times \text{two CTE teachers} = \$150 \text{ per organization}$ x 7 organizations = \$1,050 in fringe benefits costs
 - CTE Teacher Program Work
 - $\$4,000 \text{ per teacher} \times 15\% = \$600 \times 4 \text{ teachers} = \$2,400$ for four teachers x 7 organizations = \$16,800 in fringe benefits costs

3. Travel

- Total: \$14,134.12
 - Travel for Years 3 to 5: USBE anticipates providing a mix of virtual and in-person professional development and trainings in Years 3 to 5. Costs for up to 2 in-person professional development and training events per year, mileage (\$.38 per mile) and hotel costs (Salt Lake County Hotel Rate \$100) for grantees traveling 200 miles or more per day, based on USBE travel policy. USBE encourages carpooling, but does not require carpooling.
 - Up to 6 staff per program site for mileage costs (\$.38 per mile) for 2 professional development and training events per year

- Up to 6 staff per Boys and Girls Club of Northern Utah and San Juan Foundation for one overnight stay prior to day of event (\$100 per night for hotel stay in Salt Lake County) for 2 professional development and training events per year

Name of Organization	Program Sites	Mileage costs (roundtrip) for program site location to USBE office for 2022-2023 School Year Up to 6 staff per program site
Boys and Girls Club of Northern Utah	Mountain View Elementary	$$.38 \times 118.4 \text{ miles} = \44.99 $1 \text{ staff} \times \$44.99 \times 2 \text{ events for Years 3 to 5} = \89.98 mileage costs per staff x 6 staff = \$538.80
Boys and Girls Club of Northern Utah	Dale Young High	$$.38 \times 118.2 \text{ miles} = \44.92 $1 \text{ staff} \times \$44.92 \times 2 \text{ events for Years 3 to 5} = \89.84 mileage costs per staff x 6 staff = \$539.04
City of South Salt Lake	Cottonwood High	$$.38 \times 28 \text{ miles} = \10.64 $1 \text{ staff} \times \$10.64 \times 2 \text{ events for Years 3 to 5} = \21.28 mileage costs per staff x 6 staff = \$127.68
City of South Salt Lake	Granite Park Junior	$$.38 \times 11.6 \text{ miles} = \4.41 $1 \text{ staff} \times \$4.41 \times 2 \text{ events for Years 3 to 5} = \8.82 mileage costs per staff x 6 staff = \$52.92
City of South Salt Lake	Woodruff Wilson Elementary	$$.38 \times 11.2 \text{ miles} = \4.26

		$1 \text{ staff} \times \$4.26 \times 2 \text{ events for Years 3 to 5}$ $= \$8.52 \text{ mileage costs per staff} \times 6 \text{ staff} =$ $\$51.12$
Davis School District	Sunset Elementary	$$.38 \times 63.2 \text{ miles} = \24.02 $1 \text{ staff} \times \$24.02 \times 2 \text{ events for Years 3 to 5}$ $= \$48.04 \text{ mileage costs per staff} \times 6 \text{ staff} =$ $\$288.24$
Davis School District	South Clearfield Elementary	$$.38 \times 56.8 \text{ miles} = \21.58 $1 \text{ staff} \times \$21.58 \times 2 \text{ events for Years 3 to 5}$ $= \$43.16 \text{ mileage costs per staff} \times 6 \text{ staff} =$ $\$258.96$
Davis School District	Vae View Elementary	$$.38 \times 56.4 \text{ miles} = \21.43 $1 \text{ staff} \times \$21.43 \times 2 \text{ events for Years 3 to 5}$ $= \$42.86 \text{ mileage costs per staff} \times 6 \text{ staff} =$ $\$257.16$
Davis School District	Wasatch Elementary	$$.38 \times 66.6 \text{ miles} = \25.31 $1 \text{ staff} \times \$25.31 \times 2 \text{ events for Years 3 to 5}$ $= \$50.62 \text{ mileage costs per staff} \times 6 \text{ staff} =$ $\$303.72$
Davis School District	North Davis Junior School	$$.38 \times 58 \text{ miles} = \24.70 $1 \text{ staff} \times \$24.70 \times 2 \text{ events for Years 3 to 5}$ $= \$49.40 \text{ mileage costs per staff} \times 6 \text{ staff} =$ $\$296.40$
Davis School District	Crestview Elementary	$$.38 \times 55.6 \text{ miles} = \19.84

		<p>1 staff x \$19.84 x 2 events for Years 3 to 5 = \$39.68 mileage costs per staff x 6 staff = \$238.08</p>
Davis School District	Holt Elementary	<p>\$.38 X 62.4 miles = \$26.37</p> <p>1 staff x \$26.37 x 2 events for Years 3 to 5 = \$52.74 mileage costs per staff x 6 staff = \$316.44</p>
Davis School District	Lincoln Elementary	<p>\$.38 X 58.2 miles = \$22.12</p> <p>1 staff x \$22.12 x 2 events for Years 3 to 5 = \$43.16 mileage costs per staff x 6 staff = \$258.96</p>
Salt Lake County Youth Services	Cyprus High School	<p>\$.38 X 32 miles = \$12.16</p> <p>1 staff x \$12.16 x 2 events for Years 3 to 5 = \$24.32 mileage costs per staff x 6 staff = \$145.92</p>
Salt Lake County Youth Services	Matheson Jr. High	<p>\$.38 X 31.4 miles = \$11.40</p> <p>1 staff x \$11.40 x 2 events for Years 3 to 5 = \$22.80 mileage costs per staff x 6 staff = \$136.80</p>
San Juan School District	San Juan High	<p>\$.38 X 712 miles = \$270.56</p> <p>1 staff x \$270.56 x 2 events for Years 3 to 5 = \$541.12 mileage costs per staff x 6 staff = \$3,246.72</p> <p>Hotel Accommodations for PD/training Events: \$100 per night prior to training</p>

		(State Rate for Hotel in Salt Lake County) x 2 PD/training events (\$200) x 6 staff = \$1,200
San Juan School District	Albert R. Lyman Middle School	$$.38 \times 712 \text{ miles} = \270.56 1 staff x \$270.56 x 2 events for Years 3 to 5 = \$541.12 mileage costs per staff x 6 staff = \$3,246.72 Hotel Accommodations for PD/training Events: \$100 per night prior to training (State Rate for Hotel in Salt Lake County) x 2 PD/training events (\$200) x 6 staff = \$1,200
University of Utah	University of Utah	$$.38 \times 6.2 \text{ miles} = \2.36 1 staff x \$2.36 x 2 events for Years 3 to 5 = \$4.72 mileage costs per staff x 6 staff = \$28.32
Provo School District	Independence High	$$.38 \times 104.4 \text{ miles} = \39.67 1 staff x \$39.67 x 2 events for Years 3 to 5 = \$79.34 mileage costs per staff x 6 staff = \$476.04
Provo School District	Provo High	$$.38 \times 100.4 \text{ miles} = \38.15 1 staff x \$38.15 x 2 events for Years 3 to 5 = \$76.30 mileage costs per staff x 6 staff = \$457.80

Provo School District	Dixon Middle	$\$.38 \times 103.8 \text{ miles} = \39.44 $1 \text{ staff} \times \$39.44 \times 2 \text{ events for Years 3 to 5}$ $= \$78.88 \text{ mileage costs per staff} \times 6 \text{ staff} =$ $\$473.28$
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4. Equipment

- No costs

5. Supplies

- Total: \$4,200
- For each program site, up to \$200 for consumable supplies, including paper, pencils, and other instructional materials to support the expansion of CTE programming offered in existing out of school time programs
 - $\$200 \times 21 \text{ program sites} = \$4,200$

6. Contractual

- Total: \$141,453.28
 - Utah Afterschool Network = \$8,700 total
 - Utah Afterschool Network (UAN) is USBE's technical assistance and professional development and training provider for 21st CCLC grant programs. UAN is a key partner on this grant and plays a key role in Utah's out of school time Quality system. USBE will amend their current contract with UAN to include costs for expanded professional development and training events (quarterly) focused on CTE and Career Pathways, including coordination efforts to secure more CTE and Career Pathways presenters at annual statewide conferences and additional professional development awards for afterschool professionals and CTE district and school staff.
 - Annual Statewide Conferences (3 events) Professional Development Awards
 - \$50 per professional development award for up to 2 staff (targeted school and district CTE staff) per program site (21 program sites) for three statewide conferences per year
 $= \$50 \times 2 \text{ staff per program site} \times 3 \text{ events per year} = \900
 $\text{per program site} \times 21 \text{ program sites} = \$6,300$ for professional development awards

- \$200 for hotel (one night prior to conference) and other travel accommodations (mileage) for 2 staff from Boys and Girls Club of Northern Utah and San Juan Foundation (over 100 miles roundtrip) = $\$200 \times 2 \text{ staff} \times 2 \text{ organizations} \times 3 \text{ events} = \$2,400$ travel accommodations
 - Anticipated amount of time: 40 hours to coordinate efforts to increase the number of CTE and Career Pathways presentations and manage increased professional development awards by UAN Professional Learning Team.
- VentureLab = \$6,000 total
 - VentureLab will provide evidence-based curriculum and training for out of school time staff and any interested CTE school or district staff
 - Training Costs Per Year: Full day of training: \$5,000 and annual 90-minute virtual refresher trainings = \$1,000 = \$6,000 per year
 - Curriculum Cost Per Year:
 - 1-2 & 3-5, 6-8 Grade Entrepreneurship Curriculum: No cost
 - Career Exploration and Entrepreneurship Curriculum (8-12 grade): \$250 one-time purchase per site x 10 program sites = \$2,500 for Year 1 only
 - Anticipated amount of time: 40 hours to coordinate evaluation and professional development and training efforts.
- Amazon Web Services (AWS) = \$7,500
 - AWS is a cloud computing platform used by thousands of businesses. AWS owns about 33% of the cloud-computing market share worldwide. By obtaining the AWS Cloud Practitioner Certification, our students will have a leading edge in the technology industry.
 - AWS will provide cloud computing curriculum and industry exam at 50% of the typical cost, \$50 for each exam.
 - AWS is the sole provider in Utah for all our Cloud Computing courses in our high schools.
 - 150 high school students x \$50 per exam = \$7,500
- Certiport = \$66,000
 - Cetiport will be providing two services:
 - Minecraft Curriculum
 - Minecraft curriculum will work in conjunction with the online Minecraft game. Through project-based lessons, students build critical 21st century skills like collaboration, creative problem solving and digital citizenship. By starting students early, in the K-8 grades learning these

skills they will be better prepared for the more rigorous industry certifications in the 9th - 12th grades.

- The Minecraft curriculum will be provided by Certiport through the Quote included.
- Certiport is the sole source for the Minecraft curriculum in the United States.
- The cost for the Minecraft curriculum is \$40.00 per student. We anticipate 725 students. For a total cost of \$29,000.

- **Industry Certifications:**

- Certiport provides a variety of Industry certifications that align to high wage, high demand jobs. By offering these certifications to students they are able to gain a hiring advantage in the industry.
- Certification exams and practice software through GMetrix will be provided by Certiport. Exams will include Microsoft Office Specialists, Microsoft Technology Associate, Adobe Certified Associate, and Entrepreneur and Small Business.
- Certiport is the sole source for all Microsoft related industry certifications. Certiport also provides the certification exams for the CTE pathway programs throughout Utah. This allows us to utilize the already existing partnership.
- The total costs for industry certifications is \$29,000 for 400 industry certification vouchers. The costs for the GMetrix practice software is \$8,000 for 400 GMetrix single-user codes.

- Lego Education = \$53,253.28

- Lego Education will provide instructional materials, professional development and adoption services for elementary, middle and junior high programs. Lego Education is aligned to Utah Computer Science Standards and Career Pathways Programs. Costs will reduce in Years 2 through 5.

Year of Grant	Instructional Materials	Instructional Material Training	Professional Development & Services Train the Trainer Program	Adoption Services Year 1 ONLY Cost	Total Cost Per Year

Year 1	\$140,917.77	\$19,740	\$7,598	\$15,000	\$183,255.77
Year 2	\$57,896.12	\$19,740	\$7,598	\$0	\$85,234.12
Year 3	\$25,915.28	\$19,740	\$7,598	\$0	\$53,253.28
Year 4	\$25,915.28	\$19,740	\$7,598	\$0	\$53,253.28
Year 5	\$25,915.28	\$19,740	\$7,598	\$0	\$53,253.28

7. Construction

- No costs

8. Other

- Total: \$4,200
 - For each program site, up to \$200 for printing and postage to support family engagement efforts, signage promoting the program, letters home to families to communicate the benefits of the program and/or highlight successes of participating students
 - \$100 for printing and \$100 for postage (180 stamps at \$0.55 each)
 - \$200 per program site x 21 program sites = \$4,200

9. Total Direct Costs

- Total Direct Costs: \$395,477.40

10. Indirect Costs

- USBE will not be claiming an indirect costs for this grant program.

11. Training Stipends

- No costs

12. Total Costs

- TOTAL Costs: \$395,477.40

Year 5

1. Personnel

- Total: \$208,600
 - Four out of school time Program Staff to attend orientation meetings, quarterly professional development and training and any evaluation meetings. Out of school time Program Staff titles will vary among each organization. Duties include, but are not limited to developing and implementing school year academic enrichment programming during out of school time hours. This position will directly interact with youth and/or supervise other staff who interact with youth. The staff will help implement the grant requirements along with regular 21st CCLC grant position responsibilities and duties. Staff in this position will also build and expand relationships with school and district CTE staff to align programming and support more students becoming interested in CTE and Career Pathways. Professional development and training is at the core of the Utah Afterschool Quality Model and having well-training staff leads to better student outcomes. Additionally, the Utah Quality Standards recommend all staff receive a minimum of 20 hours or more of training per year.
 - \$20 an hour for each out of school time program staff, for 20 hours, for up to four professional development and training events and other meetings associated with the grant for each program site.
 - \$20 an hour x 20 hours of PD/training = \$400 per staff x 4 staff = \$1,600 per program site x 21 program sites = \$33,600
 - Two CTE Teachers from each organization to attend professional development and training and other events related to out of school time and curriculum associated with the project, as needed. Duties include, consulting and collaborating with out of school time programs to support school day alignment around CTE and Career Pathways Programs. CTE Teachers will primarily work with the middle, junior high and high school programs, but will support out of school time program staff with designing and implementing any career exploration and awareness activities for younger students.
 - \$25 an hour for each teacher, up to 20 hours, for various professional development and trainings and other meetings associated with the project.
 - \$25 an hour x 20 hours of PD/training = \$500 x two CTE teachers = \$1,000 per organization x 7 organizations = \$7,000

- Four CTE Teachers from each organization to support the implementation of the CTE programming and consult with the out of school time staff around school day alignment. CTE Teachers will primarily work with the middle, junior high and high school programs, but will support out of school time program staff with designing and implementing any career exploration and awareness activities for younger students. Will also help out of school time staff with identifying students participating in Career Pathways and certification programs. All teacher pay will be outside of contract work and USBE staff will work with each organization to ensure all the appropriate processes are followed for outside of contract work.
 - \$25 an hour for up to 5 hours a week for each CTE teacher, for 32 weeks
 - $\$25 \text{ an hour} \times 5 \text{ hours a week} = \$125 \text{ a week} \times 32 \text{ weeks for the school year} = \$4,000 \text{ per teacher for 32 weeks during the school year, up to 5 hours per week} \times 6 \text{ teachers} = \$24,000 \text{ for 4 teachers} \times 7 \text{ organizations} = \$168,000$

2. Fringe Benefits

- Total: \$22,890.00
 - Out of school time Program Staff PD/Training
 - $\$400 \text{ per staff} \times 15\% = \$60 \text{ per staff} \times 4 \text{ staff} = \$240 \text{ per program site for 4 staff} \times 21 \text{ program sites} = \$5,040 \text{ in fringe benefits costs}$
 - CTE Teacher PD/Training
 - $\$500 \text{ per teacher} \times 15\% = \$75 \times \text{two CTE teachers} = \$150 \text{ per organization} \times 7 \text{ organizations} = \$1,050 \text{ in fringe benefits costs}$
 - CTE Teacher Program Work
 - $\$4,000 \text{ per teacher} \times 15\% = \$600 \times 4 \text{ teachers} = \$2,400 \text{ for four teachers} \times 7 \text{ organizations} = \$16,800 \text{ in fringe benefits costs}$

3. Travel

- Total: \$14,134.12
 - Travel for Years 3 to 5: USBE anticipates providing a mix of virtual and in-person professional development and trainings in Years 3 to 5. Costs for up to 2 in-person professional development and training events per year, mileage (\$.38 per mile) and hotel costs (Salt Lake County Hotel Rate \$100) for grantees traveling 200 miles or more per day, based on USBE travel policy. USBE encourages carpooling, but does not require carpooling.
 - Up to 6 staff per program site for mileage costs (\$.38 per mile) for 2 professional development and training events per year

- Up to 6 staff per Boys and Girls Club of Northern Utah and San Juan Foundation for one overnight stay prior to day of event (\$100 per night for hotel stay in Salt Lake County) for 2 professional development and training events per year

Name of Organization	Program Sites	Mileage costs (roundtrip) for program site location to USBE office for 2022-2023 School Year Up to 6 staff per program site
Boys and Girls Club of Northern Utah	Mountain View Elementary	$\$.38 \times 118.4 \text{ miles} = \44.99 $1 \text{ staff} \times \$44.99 \times 2 \text{ events for Years 3 to 5} = \89.98 mileage costs per staff x 6 staff = \$538.80
Boys and Girls Club of Northern Utah	Dale Young High	$\$.38 \times 118.2 \text{ miles} = \44.92 $1 \text{ staff} \times \$44.92 \times 2 \text{ events for Years 3 to 5} = \89.84 mileage costs per staff x 6 staff = \$539.04
City of South Salt Lake	Cottonwood High	$\$.38 \times 28 \text{ miles} = \10.64 $1 \text{ staff} \times \$10.64 \times 2 \text{ events for Years 3 to 5} = \21.28 mileage costs per staff x 6 staff = \$127.68
City of South Salt Lake	Granite Park Junior	$\$.38 \times 11.6 \text{ miles} = \4.41 $1 \text{ staff} \times \$4.41 \times 2 \text{ events for Years 3 to 5} = \8.82 mileage costs per staff x 6 staff = \$52.92
City of South Salt Lake	Woodruff Wilson Elementary	$\$.38 \times 11.2 \text{ miles} = \4.26

		$1 \text{ staff} \times \$4.26 \times 2 \text{ events for Years 3 to 5}$ $= \$8.52 \text{ mileage costs per staff} \times 6 \text{ staff} =$ $\$51.12$
Davis School District	Sunset Elementary	$\$.38 \times 63.2 \text{ miles} = \24.02 $1 \text{ staff} \times \$24.02 \times 2 \text{ events for Years 3 to 5}$ $= \$48.04 \text{ mileage costs per staff} \times 6 \text{ staff} =$ $\$288.24$
Davis School District	South Clearfield Elementary	$\$.38 \times 56.8 \text{ miles} = \21.58 $1 \text{ staff} \times \$21.58 \times 2 \text{ events for Years 3 to 5}$ $= \$43.16 \text{ mileage costs per staff} \times 6 \text{ staff} =$ $\$258.96$
Davis School District	Vae View Elementary	$\$.38 \times 56.4 \text{ miles} = \21.43 $1 \text{ staff} \times \$21.43 \times 2 \text{ events for Years 3 to 5}$ $= \$42.86 \text{ mileage costs per staff} \times 6 \text{ staff} =$ $\$257.16$
Davis School District	Wasatch Elementary	$\$.38 \times 66.6 \text{ miles} = \25.31 $1 \text{ staff} \times \$25.31 \times 2 \text{ events for Years 3 to 5}$ $= \$50.62 \text{ mileage costs per staff} \times 6 \text{ staff} =$ $\$303.72$
Davis School District	North Davis Junior School	$\$.38 \times 58 \text{ miles} = \24.70 $1 \text{ staff} \times \$24.70 \times 2 \text{ events for Years 3 to 5}$ $= \$49.40 \text{ mileage costs per staff} \times 6 \text{ staff} =$ $\$296.40$
Davis School District	Crestview Elementary	$\$.38 \times 55.6 \text{ miles} = \19.84

		<p>1 staff x \$19.84 x 2 events for Years 3 to 5 = \$39.68 mileage costs per staff x 6 staff = \$238.08</p>
Davis School District	Holt Elementary	<p>\$.38 X 62.4 miles = \$26.37</p> <p>1 staff x \$26.37 x 2 events for Years 3 to 5 = \$52.74 mileage costs per staff x 6 staff = \$316.44</p>
Davis School District	Lincoln Elementary	<p>\$.38 X 58.2 miles = \$22.12</p> <p>1 staff x \$22.12 x 2 events for Years 3 to 5 = \$43.16 mileage costs per staff x 6 staff = \$258.96</p>
Salt Lake County Youth Services	Cyprus High School	<p>\$.38 X 32 miles = \$12.16</p> <p>1 staff x \$12.16 x 2 events for Years 3 to 5 = \$24.32 mileage costs per staff x 6 staff = \$145.92</p>
Salt Lake County Youth Services	Matheson Jr. High	<p>\$.38 X 31.4 miles = \$11.40</p> <p>1 staff x \$11.40 x 2 events for Years 3 to 5 = \$22.80 mileage costs per staff x 6 staff = \$136.80</p>
San Juan School District	San Juan High	<p>\$.38 X 712 miles = \$270.56</p> <p>1 staff x \$270.56 x 2 events for Years 3 to 5 = \$541.12 mileage costs per staff x 6 staff = \$3,246.72</p> <p>Hotel Accommodations for PD/training Events: \$100 per night prior to training</p>

		(State Rate for Hotel in Salt Lake County) x 2 PD/training events (\$200) x 6 staff = \$1,200
San Juan School District	Albert R. Lyman Middle School	$$.38 \times 712 \text{ miles} = \270.56 1 staff x \$270.56 x 2 events for Years 3 to 5 = \$541.12 mileage costs per staff x 6 staff = \$3,246.72 Hotel Accommodations for PD/training Events: \$100 per night prior to training (State Rate for Hotel in Salt Lake County) x 2 PD/training events (\$200) x 6 staff = \$1,200
University of Utah	University of Utah	$$.38 \times 6.2 \text{ miles} = \2.36 1 staff x \$2.36 x 2 events for Years 3 to 5 = \$4.72 mileage costs per staff x 6 staff = \$28.32
Provo School District	Independence High	$$.38 \times 104.4 \text{ miles} = \39.67 1 staff x \$39.67 x 2 events for Years 3 to 5 = \$79.34 mileage costs per staff x 6 staff = \$476.04
Provo School District	Provo High	$$.38 \times 100.4 \text{ miles} = \38.15 1 staff x \$38.15 x 2 events for Years 3 to 5 = \$76.30 mileage costs per staff x 6 staff = \$457.80

Provo School District	Dixon Middle	$\$.38 \times 103.8 \text{ miles} = \39.44 $1 \text{ staff} \times \$39.44 \times 2 \text{ events for Years 3 to 5}$ $= \$78.88 \text{ mileage costs per staff} \times 6 \text{ staff} =$ $\$473.28$
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4. Equipment

- No costs

5. Supplies

- Total: \$4,200
- For each program site, up to \$200 for consumable supplies, including paper, pencils, and other instructional materials to support the expansion of CTE programming offered in existing out of school time programs
 - $\$200 \times 21 \text{ program sites} = \$4,200$

6. Contractual

- Total: \$141,453.28
 - Utah Afterschool Network = \$8,700 total
 - Utah Afterschool Network (UAN) is USBE's technical assistance and professional development and training provider for 21st CCLC grant programs. UAN is a key partner on this grant and plays a key role in Utah's out of school time Quality system. USBE will amend their current contract with UAN to include costs for expanded professional development and training events (quarterly) focused on CTE and Career Pathways, including coordination efforts to secure more CTE and Career Pathways presenters at annual statewide conferences and additional professional development awards for afterschool professionals and CTE district and school staff.
 - Annual Statewide Conferences (3 events) Professional Development Awards
 - \$50 per professional development award for up to 2 staff (targeted school and district CTE staff) per program site (21 program sites) for three statewide conferences per year
 $= \$50 \times 2 \text{ staff per program site} \times 3 \text{ events per year} = \900
 $\text{per program site} \times 21 \text{ program sites} = \$6,300$ for professional development awards

- \$200 for hotel (one night prior to conference) and other travel accommodations (mileage) for 2 staff from Boys and Girls Club of Northern Utah and San Juan Foundation (over 100 miles roundtrip) = $\$200 \times 2 \text{ staff} \times 2 \text{ organizations} \times 3 \text{ events} = \$2,400$ travel accommodations
 - Anticipated amount of time: 40 hours to coordinate efforts to increase the number of CTE and Career Pathways presentations and manage increased professional development awards by UAN Professional Learning Team.
- VentureLab = \$6,000 total
 - VentureLab will provide evidence-based curriculum and training for out of school time staff and any interested CTE school or district staff
 - Training Costs Per Year: Full day of training: \$5,000 and annual 90-minute virtual refresher trainings = \$1,000 = \$6,000 per year
 - Curriculum Cost Per Year:
 - 1-2 & 3-5, 6-8 Grade Entrepreneurship Curriculum: No cost
 - Career Exploration and Entrepreneurship Curriculum (8-12 grade): \$250 one-time purchase per site x 10 program sites = \$2,500 for Year 1 only
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Year 4	\$25,915.28	\$19,740	\$7,598	\$0	\$53,253.28
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8. Other

- Total: \$4,200
 - For each program site, up to \$200 for printing and postage to support family engagement efforts, signage promoting the program, letters home to families to communicate the benefits of the program and/or highlight successes of participating students
 - \$100 for printing and \$100 for postage (180 stamps at \$0.55 each)
 - \$200 per program site x 21 program sites = \$4,200

9. Total Direct Costs

- Total Direct Costs: \$395,477.40

10. Indirect Costs

- USBE will not be claiming an indirect costs for this grant program.

11. Training Stipends

- No costs

12. Total Costs

- TOTAL Costs: \$395,477.40

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013
Expiration Date: 02/28/2022

1. * Type of Federal Action: <input type="radio"/> a. contract <input checked="" type="radio"/> b. grant <input type="radio"/> c. cooperative agreement <input type="radio"/> d. loan <input type="radio"/> e. loan guarantee <input type="radio"/> f. loan insurance	2. * Status of Federal Action: <input checked="" type="radio"/> a. bid/offer/application <input type="radio"/> b. initial award <input type="radio"/> c. post-award	3. * Report Type: <input checked="" type="radio"/> a. initial filing <input type="radio"/> b. material change
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4. Name and Address of Reporting Entity:
☒ Prime ☐ Subawardee
 *Name: Utah State Board of Education See 2
 *Street 1: [Redacted] See 2
 *City: Salt Lake City See 2
 Congressional District, if known: [Redacted]

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: Twenty-First Century Community Learning Centers CFDA Number, if applicable: IS 4-287
8. Federal Action Number, if known: 	9. Award Amount, if known: \$ 0.00

10. a. Name and Address of Lobbying Registrant:
 Prefix: [Redacted] First Name: [Redacted] Middle Name: [Redacted] Suffix: [Redacted]
 *Street 1: [Redacted] Street 2: [Redacted]
 *City: [Redacted] State: [Redacted] Zip: [Redacted]

b. Individual Performing Services (including address if different from No.10a)
 Prefix: [Redacted] First Name: [Redacted] Middle Name: [Redacted] Suffix: [Redacted]
 *Street 1: [Redacted] Street 2: [Redacted]
 *City: [Redacted] State: [Redacted] Zip: [Redacted]

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the lender above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C.1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Signature: [Redacted]
 *Name: [Redacted] Title: USBE Education Specialist Telephone No.: 801-338-7825 Date: 10/9/21/2020

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